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ABSTRACT

The Swedish National Board of Education studied 7,095 youths (mostly immigrants) who left compulsory school in 1979 and who spoke home languages other than Swedish. The part of the study reported on here revealed that no less than 42% of them stated that they always spoke Swedish with at least one parent, while 22% never spoke Swedish with their parents. The study found that among those who did not go on to upper secondary school, unemployment was 14% among those with other home languages and 8% among those whose home language is Swedish. Additionally, those with home languages other than Swedish were unemployed longer, and those who went on to vocational lines of upper secondary school were more likely to drop out during the first year. Although there were few major differences in employment, continued schooling, and occupation between other home language pupils having a good knowledge of Swedish and the average Swedish pupil, the differences between other home language pupils having difficulty with Swedish and all other pupils were quite great: fewer of the former were studying one year after compulsory school, they found employment in different areas, and those in secondary school vocational course lines were more likely to drop out during the first year. Compared to all others, a greater proportion of Finnish speakers were employed one year after compulsory school, and they were more likely to drop out if they did continue. And finally, the unemployment rate of female other home language pupils who left school was higher than that of males, but more females than males reported plans to resume their studies. Appendices include the study questionnaire plus tables of grade 9 pupil data using different sets of variables. (KH)

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1981-09-30

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ED 260 140

COMPULSORY SCHOOL LEAVERS IN 1979 WITH HOME LANGUAGES OTHER THAN SWEDISH

Interim Report 3

Translation: Roger G Tanner

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- How long have they been living in Sweden?
- How many curtail their upper secondary schooling?
- Why do some of them not attend upper secondary school?
- Unemployment among non-students
- Occupations of non-students

SUMMARY

The group of young persons studied in this report comprises those with home languages other than Swedish ("pupils with home languages") who were in grade 9 of compulsory school in the 1978/79 school year. The term "home language" as used here denotes a language constituting a living ingredient of the pupil's domestic environment in Sweden. The group comprises 7 095 and represents at least 50 different home languages.

The great majority of pupils with other home languages are referred to in everyday parlance as immigrants, i.e. they are the children (or grand-children) of persons who have migrated to Sweden from other countries. But a small proportion of pupils with other home languages belong to such native Swedish minorities as the Lapps, the Finnish-speaking population of Tornedalen, and gypsies.

The data in this report (other than those concerning nationality etc.) are to a great extent based on the pupil's own replies to questionnaires.

This is the third interim report from the project "Immigrant Children in Schools and the Labour Market". The two preceding reports showed that, in the respects with which the project is concerned, there was little difference between pupils with other home languages, taken collectively, and other pupils; see section 1.2.

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However, a special study of pupils with other home languages who do not have a very good command of Swedish reveals (according to Interim Reports 1 and 2) appreciable differences between this group and other pupils. For example, the proportion going on to upper secondary school and the proportion opting for special courses (in English for example) are smaller among those who have difficulty with Swedish.

The present report (Interim Report 3) shows that no less than 42 per cent of the pupils with other home languages who were followed up stated that they always spoke Swedish with one parent, while 22 per cent never speak Swedish together with their parents. Two out of every three of the pupils studied were born in Sweden or came to this country before starting school. Only about one in ten migrated to Sweden during the senior level (compulsory school) years. Roughly half the grade 9 pupils with other home languages are Swedish citizens.

Pupils with other home languages are in many ways a highly heterogeneous group

At least three out of every four youngsters with Italian, Norwegian or German as their home language always speak Swedish together with one parent. On the other hand the proportion always speaking Swedish with one parent is small among the Arabic-speaking, the Assyrian/Syrian, the Greek-speaking, the Yugoslav and the Turkish-speaking pupils.

More than half the Arabic-speaking, Assyrian/Syrian and Spanish-speaking pupils leaving compulsory school in 1979 were of senior level age when they migrated to Sweden.

Most of the pupils followed-up and having Estonian, Czech, German and Hungarian as their home language are Swedish citizens, while most of the Arabic-speaking, Assyrian/Syrian, Yugoslav, Greek-speaking and Turkish-speaking pupils are foreign nationals.

Four out of every five grade 9 pupils who were of junior level age when they came to Sweden are judged to have the same command of spoken Swedish as the average Swedish pupil, while only one in five coming to Sweden at senior level age is given the same proficiency rating.

Turkish-speaking pupils are considered to have a poorer knowledge of Swedish than other pupils who have lived in Sweden for about the same length of time.

Average Swedish proficiency in grade 9 is considered highly among female pupils who came here during the junior and intermediate level years than among male pupils who have been in Sweden for roughly the same length of time.

Heavier unemployment and more school dropouts among pupils with other home languages

The proportion still studying one year after compulsory school is somewhat smaller among pupils with other home languages than among

those with Swedish as their home language. This difference in terms of the proportion of students, however, is not particularly large, especially if we include labour market trainees and participants in immigrant induction courses.

Non-student unemployment is 14 per cent among those with other home languages and 8 per cent among those whose home language is Swedish. Pupils with other home languages also tend to have been unemployed longer.

The future plans of non students with other home languages differ little from those of non-students whose home language is Swedish.

Pupils with other home languages tend more often than other pupils to discontinue their studies in two-year vocational lines of upper secondary school during the first year. In other lines the dropout rates for pupils with other home languages and Swedish-speaking pupils are very similar.

Little difference between home language pupils with a good knowledge of Swedish and the average Swedish pupil

Those pupils with other home languages who have the same command of Swedish as the average Swedish pupil (= 2/3 of all grade 9 pupils with other home languages) differ very little from pupils with Swedish as their home language in terms of most of the points covered in this report. Study dropout rates are an exception, being somewhat higher among Finnish-speaking pupils than among pupils with Swedish as their home language.

Pupils having difficulty with Swedish differ a great deal from other pupils in many respects

Pupils with other home languages who have difficulty in speaking Swedish tend far less than others to be studying one year after compulsory school. This still holds good if studies outside the upper secondary school system are included. One out of every five non-students with Swedish language difficulties is unemployed. The unemployment rate for non-students having Swedish as their home language was one in ten.

Compared with other pupils, those who have difficulty with Swedish and are gainfully employed one year after compulsory school are seldom to be found in health and medical services, teaching, office work and retail trade.

A relatively large proportion (16 %) of pupils with other home languages who have difficulty with Swedish discontinue their upper secondary school studies during the first year in two-year vocational lines. The corresponding dropout frequency for pupils having Swedish as their home language is 7 per cent. In other lines of upper secondary school, the dropout rates of the two groups are relatively similar.

How do the Finnish-speaking pupils get on?

Roughly half of all pupils with other home languages are Finnish-speaking. One year after compulsory school, 15 per cent of Finnish-speaking non-students were unemployed as against 11 per cent of pupils with other home languages.

Finnish-speaking (and also Danish-speaking) pupils not attending upper secondary school tend far more than other pupils to state that their reason for not going on to upper secondary school is that they prefer to be gainfully employed. Finnish-speaking pupils are also less interested than other non-students in resuming their studies.

More than one out of every ten Finnish-speaking pupils who went straight on to a line of upper secondary school after compulsory school discontinued their upper secondary school studies during the first year. The corresponding figure for Swedish-speaking upper secondary school students is just over one in twenty. Most of the Finnish-speaking dropouts occurred in two-year vocational lines. More than one in ten Danish-speaking and Turkish-speaking pupils too drop out of upper secondary school during their first year.

While on this subject, we may mention that, even if allowance is made for studies outside the upper secondary school system, the proportion of students one year after compulsory school is much lower among Danish-speaking and Turkish-speaking pupils than among other pupils with home languages other than Swedish.

How do female pupils with other home languages get on?

The unemployment rate among female home language pupils who are not studying one year after compulsory school is 17 per cent, as against 11 per cent of female pupils whose home language is Swedish. More women than men have been unemployed for over four months during the first year after compulsory school; this applied both to Swedish speakers and those with other home languages.

The number of non-students planning to resume their studies is relatively greater among women than among men. Male and female students have equal dropout rates.

Which groups are at risk?

Certain tendencies in the material presented in this report suggest that, during the years immediately after compulsory school, some groups are more liable than others to encounter problems due, for example, to their non-commencement or non-completion of upper secondary schooling or their inability to find work.

The following groups can be mentioned in this connection.

- Pupils having difficulty with Swedish. This category includes both new immigrants and pupils who have been living in Sweden for some time but still have difficulty with the language, e.g. many of the Turkish-speaking pupils.
- Certain pupils having Finnish or Danish as their home language may be at risk even if their spoken Swedish is roughly as good as that of the average Swedish pupil.
- Female non-students with other home languages encounter difficulties in the labour market.

Future reports

A further Interim Report which is planned as part of the project "Immigrant Children in School and in the Labour Market" will deal among other things with the measures of support provided in compulsory schools for pupils with home languages other than Swedish.

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1.1 Explanation of certain terms used in this survey

Home language. A person's home language is the language which he or she speaks at home.

Home language pupil. A pupil having a home language other than Swedish. The great majority of these pupils are immigrants or children of immigrants, but some are of Swedish origin, e.g. Finnish-speaking pupils from Tornedalen, Lapps and Gypsies. Home language pupils are in principle entitled to be taught their home language if they so desire.

Pupils having Swedish as their home language. For present purposes, this term refers to pupils whose home language is exclusively Swedish.

Proficiency in Swedish. Particulars concerning pupils' proficiency in Swedish are collected for the SCB statistics concerning compulsory school and upper secondary school pupils having home languages other than Swedish. The form master and a teacher responsible for auxiliary Swedish lessons are asked to rate each following alphabetical scale of assessment.

A. Does not know any Swedish at all.

B. Understands very simple everyday language.

C. Understands and speaks very simple everyday language. Can cope independently with simple language situations at school and in everyday life generally.

D. Understands everyday language but has difficulty with unusual words and abstract terms. Speaks spontaneous Swedish but has a limited vocabulary.

E. Speaks Swedish like an average Swedish pupil but has certain difficulties with the written language and needs extra grammar practice. (For pupils in a special teaching group, e.g. for pupils with hearing impediments, "average" pupils in the special teaching group are to constitute a reference group.)

F. Has the same command of Swedish as an average Swedish pupil. For pupils in a special teaching group, e.g. for pupils with hearing impediments, "average" pupils in the special teaching group are to constitute a reference group.)

(The above scale of assessment is only applied to compulsory school pupils. Another scale applies to upper secondary school pupils.)

Assyrian/Syrian descent. The Assyrians/Syrians are a Christian minority group from Turkey and the Middle East. The following home languages are commonest among pupils of Assyrian/Syrian descent: Arabic, Aramaic, Assyrian, Kurdish, Syrian and Turkish. In this report, pupils of Assyrian/Syrian descent are taken as a single group, regardless of home language.

Yugoslavian descent. In this report, pupils of Yugoslavian descent are taken as a single group, regardless of home language. The following home languages are commonest among pupils of Yugoslavian descent: Albanian, Macedonian, Rumanian, Serbocroatian, Slovakian, Slovenian, Turkish and Hungarian.

Upper secondary school. The upper secondary school study route consisted in 1979/80 of 24 lines and a large number of specialized courses, the latter varying in duration from a few weeks to several years. The following is a list of the lines of upper secondary school.

<u>Line</u>	<u>Abbreviation</u>	<u>Duration</u>
Economics Line	E	3 yrs
Liberal Arts Line	H	"-
Natural Sciences Line	N	"-
Co-ordinate Natural Sciences and Technology Lines ¹⁾	NT	3-4 yrs
Social Sciences Line	S	3 yrs
Technology Line	T	4 yrs
Clothing Manufacturing Line	Be	2 yrs
Building and Construction Line	Ba	"-
Distribution and Clerical Line	Dk	"-
Operation and Maintenance Line	Du	"-
Economics Line	Ek	"-
Electro-Telecommunications Line	Et	"-
Motor Engineering Line	Fo	"-
Agricultural Line	Jo	"-
Consumer Line	Ko	"-
Food Manufacturing Line	Li	"-
Music Line	Mu	"-
Processing Line	Pr	"-
Forestry Line	Sb	"-
Social Line	So	"-
Social Service Line	Ss	"-
Technology Line	Te	"-
Woodwork Line	Tr	"-
Workshop Line	Ve	"-
Nursing Line	Vd	"-

1) The N and T syllaby have been experimentally co-ordinated for the first years of NT. In the third year of NT, the pupils are divided into N and T.

Pupils admitted to upper secondary school. For present purposes, this category comprises applicants admitted to a study route in the autumn of 1979 and still taking that study route on 15th September. Only students admitted to study routes lasting for at least one term are included in this account. Students admitted to introductory courses for young immigrants are not included.

The home language pupil register. This is a register of pupils with home languages other than Swedish who were in grade 9 in the school year 1978/79.

Register of applicants and students admitted. For the purposes of the present report, the register of applicants and students admitted is a register of pupils applying for upper secondary school in the school year 1979/80. (This register also includes particulars concerning the pupils admitted.)

- 1.2 Summary of previous Interim Reports from the National Board of Education (NBE) project "Immigrant Children in Schools and the Labour Market"

Summary of Interim Report 1 (P 1 1981:1)

The group of young persons studied in this survey are pupils with home languages other than Swedish (referred to below as "pupils with other home languages") who were in grade 9 of compulsory school in the school year 1978/79. For present purposes, a home language is a language constituting a living element in the pupil's domestic environment. The group numbers 7 095 pupils. At least 50 different home languages are represented. Half the pupils in the group have Finnish as their home language. In this report, pupils having home languages other than Swedish are compared with pupils having Swedish as their home language and attending grade 9 of compulsory school in the school year 1978/79.

The great majority of pupils with other home languages are commonly referred to as immigrant children, i. e. they are the children (or grandchildren) of immigrants. But a small proportion of pupils with other home languages belong to native Swedish minorities such as the Lapps, the Finnish-speaking population of Tornedalen, Gypsies etc.

Transition to upper secondary school

In 1979 an average of 69 per cent of pupils with other home languages (7 095) went straight on to upper secondary school on leaving compulsory school.

Nearly 80 per cent of pupils having Swedish as their home language (105 000 approx.) went straight on to upper secondary school from grade 9 of compulsory school.

The proportion of all grade 9 pupils going on to upper secondary school has steadily risen in the past few years. In 1975 and 1976, 67 and 71 per cent respectively of all grade 9 pupils went straight on to upper secondary school. Thus the transition frequency among pupils with other home languages is now the same as for all pupils three or four years ago.

There is a great difference in terms of transition frequency between those pupils with other home languages who on the whole have the same command of the Swedish language as average Swedish pupils (74 per cent transition rate) and those who do not have as firm a command of Swedish as the average Swedish pupil (46 per cent transition rate). Thus the pupils with other home languages who have practically the same command of the Swedish language as Swedish pupils go straight on to upper secondary school to practically the same extent as pupils having Swedish as their home language.

Pupils who do not have as firm a command of the Swedish language as Swedish pupils have a much lower average mark (2.7 approx) when applying for upper secondary school than pupils with other home languages who have the same command of Swedish as Swedish pupils. The average mark for the latter group is 3.3.

Pupils not having the same command of the Swedish language as Swedish pupils are only a minor proportion (17 per cent) of all pupils with other home languages. The Assyrian/Syrian, Arabic-speaking, Romany-speaking, Spanish-speaking and Turkish-speaking group has on average the poorest command of Swedish. This group also has a low rate of transition to upper secondary school. By contrast, the Estonian-speaking, French-speaking, Dutch-speaking, Italian-speaking, Czech-speaking and German-speaking group, which has the best average command of Swedish, has a high transition rate compared with other pupils with other home languages.

There are instances both of language groups in which women have a higher rate of transition to upper secondary school than men and vice versa. If, however, all pupils with other home languages are considered on average, there is no substantial difference between male and female students in terms of transition rates.

Choice of line

Barely two out of every five pupils having Swedish as their home language and starting upper secondary school enter a three or four-year line of studies. The same goes for those pupils with other home languages who have the same command of Swedish as Swedish pupils. Barely one out of every five pupils with less command of the Swedish language than Swedish pupils enters a four or five-year line.

Participation in auxiliary instruction

Auxiliary Swedish lessons were attended in grade 9 by 75 per cent of pupils who did not have the same command of the language as Swedish pupils. The corresponding figure for pupils with other

home languages whose command of Swedish was practically the same as that of Swedish pupils was 10 per cent.

Introductory courses for young immigrants

Only a small proportion of the over 2 000 pupils with other home languages who did not go straight on to upper secondary school in 1979 took part during 1979/80 in one of the introductory courses designed to make it easier for young immigrants to embark on upper secondary schooling. (For the purposes of this survey, pupils admitted to introductory courses are not included among those going on to upper secondary school.)

Summary of Interim Report 2 (P 1 1981:12)

Few differences between pupils with other home languages and pupils having Swedish as their home language

There is little difference between pupils with other home languages and pupils having Swedish as their home language as regards choice of special courses, optional subjects etc. For example, grade 9 pupils with other home languages took special English or mathematics courses only slightly less extensively than pupils having Swedish as their home language.

Only about 2 per cent of pupils with other home languages did not take English at all in grade 9.

In the case of both pupils with other home languages and pupils with Swedish as their home language, more than 50 per cent of those taking special courses of both English and mathematics were taking a three or four-year line of upper secondary school one year after leaving compulsory school.

Similarly, as regards both pupils with other home languages and pupils having Swedish as their home language, very few (0 - 1 per cent) of those who had taken general English and mathematics courses were taking three and four-year lines of upper secondary school one year after leaving compulsory school.

An estimated 2 per cent of the pupils with home languages other than Swedish took home language lessons or received auxiliary Swedish lessons while other pupils were taking optional subjects.

The percentage of pupils with other home languages taking adjusted courses of studies at workplaces in grade 9 was roughly the same as for pupils with Swedish as their home language (about 4 per cent).

The proportion of grade 9 students with adjusted courses of studies at workplaces who were studying a year after leaving compulsory school was relatively small: about 35 per cent of pupils with other home languages and about 25 per cent of pupils with Swedish as their home language.

In both groups of pupils - those with Swedish and those with other home languages respectively - about 9 per cent of those who had adjusted courses of studies at workplaces in grade 9 were unemployed one year after leaving school, while only about 1 per cent of pupils with Swedish as their home language who had not had adjusted courses of studies at workplaces were unemployed.

Special situation for pupils with an imperfect command of Swedish

As can be seen from the figures already quoted, pupils with other home languages do not tend on the whole to differ from pupils with Swedish as their home language where most of the conditions referred to here are concerned. But there is one group among the pupils with other home languages which differs a good deal from the others, namely pupils with less command of spoken Swedish than the average Swedish pupil. This group makes up 13 per cent of all grade 9 pupils with other home languages.

School support for pupils with other home languages has expanded heavily in recent years, so that future compulsory school leavers with other home languages will have received more help during their compulsory schooling than the pupils described here (i.e. those who left grade 9 in 1979). Given future immigration of young persons aged between 13 and 15, however, we may presume that there will always be a group of senior level pupils whose command of spoken Swedish is inferior to that of the average Swedish pupil, since the new immigrants will not have received the support given to pupils with other home languages in the junior grades.

The pupils with other home languages who speak Swedish like average Swedish pupils (although they may possibly have certain difficulties with the written language) do not differ appreciably from pupils with Swedish as their home language regarding choice of special courses, optional subjects or adjusted courses of studies at workplaces. Today about 87 per cent of all grade 9 pupils with other home languages have the same command of spoken Swedish as the average Swedish pupil.

Pupils with other home languages who had difficulty with Swedish tended to take special English and mathematics courses a good deal less frequently than other pupils.

Pupils with other home languages who had difficulties with Swedish and took general English and mathematics courses tended to go on to upper secondary school far less often than pupils with Swedish as their home language who had only taken general courses.

16 per cent of pupils with other home languages who had difficulty with Swedish took French or German as optional subjects. The figure for pupils with Swedish as their home language was 52 per cent.

A large proportion (8 per cent) of pupils with other home languages whose command of Swedish was inferior to that of the average Swedish pupil took adjusted courses of studies at workplaces. (The figure for other pupils was 4 per cent.)

Thus adjusted courses of studies at workplaces may to some extent have been substituted for auxiliary Swedish lessons as a form of support for pupils who had difficulties with Swedish.

Differences between boys and girls regarding choice of special course etc.

The difference between boys and girls with other home languages regarding choice of general and special mathematics and English courses and regarding the proportion taking adjusted courses of studies at workplaces is roughly the same as with pupils who have Swedish as their home language.

For example, in the case of both pupils with other home languages and pupils with Swedish as their home languages, the proportion of boys taking courses of this kind exceeded the proportion of girls doing so (about 5 per cent and 3.5 per cent respectively).

Finnish-speaking pupils less attracted by theoretical studies

More than half of all pupils with other home languages are Finnish-speaking.

The Finnish-speaking pupils tended to take special courses less often than other pupils with other home languages and the corresponding command of Swedish.

The Finnish-speaking pupils who took special English and mathematics courses take three and four-year lines of upper secondary school less often than pupils in other language groups who took special courses only.

Finnish-speaking boys tended to take technology far more often than other boys.

Adjusted courses of studies at workplaces were commoner among Finnish-speaking pupils than among others. For example, 13 per cent of the Finnish-speaking boys with below-average (Swedish) command of the Swedish language took courses of this kind in grade 9.

Big differences between language groups regarding options etc.

The proportion of pupils taking the special English course varies a great deal from one language group to another, e.g. 19 per cent of Assyrian/Syrian pupils and 83 per cent of Czech-speaking pupils.

The proportion taking French or German as optional subjects also varies a great deal. For example, 69 per cent of the Czech-speaking pupils took French or German as an optional subject in grade 9, while only 23 per cent of the Assyrian/Syrian pupils did so.

1.3 Background

Fears have been expressed in various contexts that immigrant pupils do less well than Swedish pupils in compulsory school. One reason for this is presumed to be that some immigrant pupils are less proficient in Swedish than their Swedish classmates. Inferior command of the Swedish language can make it difficult to assimilate instruction and comprehend the abstract language of textbooks at the senior level of compulsory school and in upper secondary school. Lack of educational tradition and motivation is taken to be another reason why immigrant pupils tend less often than Swedish pupils to go on to upper secondary school from compulsory school or tend more often than Swedish students to curtail their upper secondary schooling.

It should be made clear that the problems which immigrant pupils encounter at school have not been overlooked. Various measures of support for this group of pupils have been introduced both in compulsory school and in upper secondary school. For example, pupils who need it can be given auxiliary Swedish lessons (instruction in Swedish as a foreign language). Auxiliary instruction of this kind is provided both in compulsory school and in upper secondary school (Education Ordinance, Chap. 5, Section 37 and National Board of Education (NBE) Regulations 1981:121). The auxiliary Swedish language instruction which is mainly intended for immigrant pupils is financed out of a special State grant, and a special State grant is also payable towards home language study guidance and home language lessons for pupils with home languages other than Swedish. This instruction is also provided both in compulsory school and in upper secondary school (Chap. 5, Section 10 a, and Chap. 8, Section 4 a - b, the Education Ordinance).

The survey described in this report forms part of the NBE project "Immigrant Children in Schools and the Labour Market". Two Interim Reports have already been published under this project; see section 1.2.

The present Interim Report (like Interim Report 2) is based on a questionnaire survey of home language pupils and a sample of pupils with Swedish as their home language one year after they left compulsory school. The purpose of the questionnaire was

to investigate various conditions in compulsory school and to compare the situation of home language pupils one year after leaving compulsory school with the situation of a sample of Swedish-speaking pupils at the same juncture. The questionnaire was also designed to canvass the pupils' attitudes towards the support measures provided for immigrant pupils.

The results of the above mentioned questionnaire survey will also be reported by the Central Bureau of Statistics (SCB). SCB is concerned with all pupils born in 1963, regardless of national background, and its findings are reported in the bulletin series Statistiska meddelanden serie U ("Compulsory school. Pupil follow-up spring 1980. Studies, gainful employment etc. one year after leaving grade 9 of compulsory school in spring 1979").

The group of pupils studied in the NBE project comprises pupils with home languages other than Swedish who were in grade 9 in the 1978/79 school year. This group is overwhelmingly dominated by immigrant pupils; see section 2.

The pupils in this group who lived in Sweden throughout compulsory school age started in autumn 1970. Their nine years of compulsory schooling, from 1970/71 until 1978/79, witnessed great changes in the volume of measures organized within the school system on behalf of immigrant pupils.

In 1970/71 only 3 854 compulsory school pupils took part in home language lessons, while in 1980/81 the corresponding figure was 50 523. In 1970/71 there were 10 262 pupils receiving auxiliary Swedish lessons, as against 40 598 in 1980/81. The compulsory school curriculum has included guidelines and methodological directions for the instruction of immigrant children ever since 1969, e.g. in a special curricular supplement (revised in 1973).

The rules governing State grants towards home language instruction and auxiliary instruction in compulsory school have existed since 1966. The system of State grants now in force dates from the 1977/78 school year. The reform introduced that year represented a somewhat more generous allocation than previously for home language instruction in compulsory schools and a new earmarked State grant for this type of instruction in upper secondary schools. The reform also made it possible for native Swedish minorities with home languages other than Swedish to take part in home language instruction, and at the same time it was made the duty of municipal authorities, with certain exceptions, to arrange home language instruction for those pupils requiring it. Home language instruction is voluntary where the pupils are concerned.

1.4 Purpose

One of the purposes of this report is to describe the principal occupations of home language pupils in March 1980, i.e. roughly one year after leaving compulsory school. Were they studying at upper secondary school or elsewhere? Were they looking for employment? Which occupations were they employed in? How do home language pupils differ in these respects from pupils having Swedish as their home language?

Another purpose of this report is to investigate reasons for not attending upper secondary school.

One important question to be considered in this report is that of dropouts rates among home language students and Swedish-speaking students during the first year of upper secondary school.

The differences between home language pupils and Swedish-speaking pupils and between various groups of home language pupils in the above mentioned respects may not be very great, but the differences which do exist can serve to indicate which groups of home language pupils may conceivably risk encountering difficulties at school or in the labour market.

The report opens with a description of grade 9 home language pupils in 1978/79 in terms of citizenship, year of immigration, Swedish proficiency and use of Swedish in conversation with parents. This description may be interesting, for example, when comparing the groups of home language pupils classifiable as immigrants, subject to various definitions of this term. The description can also be used when comparing this survey with other surveys employing different definitions of the immigrant concept.

1.5 Structure, reliability etc. of the survey

The questions referred to in this heading have been dealt with in Apps. 2 and 3 of Interim Report 2.

We may mention, however, that the survey is based on about 6 000 questionnaires to home language pupils leaving compulsory school in the spring of 1979 and roughly the same number of questionnaires to a sample of Swedish-speaking pupils of about the same age. Questionnaires were sent to most home language pupils completing their compulsory schooling in 1979.

Representatives of various immigrant organizations were invited to an information meeting concerning the purpose of this follow-up project. They stated that it was very important that this project be pursued.

The data supplied via the questionnaire come under the Secrecy Act (Swedish Statute Book, SFS 1937:249, S. 16). The SCB staff employed on the survey are the only persons allowed to see the individual replies, and they are bound to observe full discretion. The survey findings are presented in the form of tables from which it is impossible to elicit data concerning individuals.

Small differences in tables and figures should be interpreted cautiously, because the tabular data for pupils having Finnish and Swedish as their home languages have been estimated on the basis of a sample. There has also been an element of non-response, as a result of which individual replies from the dropout survey can carry a great deal of weight. The reliability of the estimated percentages depends among other things on the number of processed answers representing the group to which a percentage refers (i.e. the denominator in the percentage calculation). Data based on less than about 40 replies have not been presented.

The answers to question 5 (principal activity), question 11 (the type of occupation in which the respondent is employed), question 14 (types of educational activity) and question 16 (reasons for not attending upper secondary school) have been cross-checked. (The questionnaire is reproduced in App. 1.) A pupil gainfully employed full time in the week of the survey according to question 11 or studying full time according to question 14 has been made the subject of check to see that the answer to question 5 tallies with the answers to questions 11 and 14. The only answers to question 16 which have been included are those given by persons who according to question 14 are not attending upper secondary school.

The pupil himself, of course, can supply the most reliable explanation for his not going on to upper secondary school; see question 16. But it may be difficult to explain afterwards why one acted as one did, and unconscious oversimplifications are liable to occur even when a pupil tries to state genuine reasons.

Respondents who according to the register of applicants and admissions were admitted in September 1979 to a course of upper secondary studies lasting for at least one year but who do not state, in reply to question 14, that they are attending upper secondary school have been treated as dropouts. Thus students changing their study route in upper secondary school are not classed as dropouts for the purposes of this survey. Other dropout surveys have employed other definitions of dropouts, and they may have employed other survey methods. Thus the dropout frequency reported in this survey is not immediately comparable with findings from other surveys. Instead we have to concentrate in this survey on comparing, for example, the dropout rates of groups of pupils with various home languages.

2 The citizenship and immigration year of home language pupils and their use of Swedish when speaking with their parents

2.1 EIFO registers

The great majority of pupils with home languages other than Swedish are classifiable, in everyday parlance, as immigrants. No commonly accepted definition of "immigrant" exists at present. Many equate the term with foreign citizenship, and this is the definition most often employed in statistical accounts concerning immigrants. In certain cases the category is taken to include persons with at least one parent born abroad. Swedish school statistics employ the expression "pupils with home languages other than Swedish". In addition to immigrants, this group also includes native Swedish linguistic minorities. Certain pupils who came to this country as immigrants but only speak Swedish at home are not included.

This section is concerned with the numbers of immigrant pupils, variously defined, included in the group of pupils with home languages other than Swedish (home language pupils).

In order to find out how many immigrant pupils, according to some definition of origin, are included among home language pupils, data have been added to the register of home language pupils from a register (the EIFO register) compiled by SCB, with financial assistance from the NBE, on behalf of the Swedish Commission on Immigration Research (EIFO). This EIFO register is based on civil registration data and lists those person who at the New Year 1979:

1. Had been born abroad
2. Were foreign citizens (or stateless)
3. Had acquired Swedish citizenship from 1968 onwards
4. Were married to persons in groups 1-3
5. Were children of persons in groups 1-3

To qualify for registration in Swedish population records, the intended stay in Sweden must be at least one year's duration and the person concerned must have a residence permit.

The parentage of persons under 18 at 1978-12-31 has been obtained from the EIFO register through one parent being listed as a "liaison person". The other parent is the person to whom the "liaison person" is married. For EIFO registration purposes, all persons who are unmarried, widows, widowers, divorced and married but living apart from their spouses are single parents. In all cases where, say, the mother has remarried, the country of origin of her present spouse counts as the child's father's native country, even if the present spouse is not the child's biological father.

2.2 Citizenship

As can be seen from figure 2:1 and table 2:2, home language pupils are a heterogeneous group as regards not only home language but also citizenship, year of immigration and descent (background).

Figure 2:1

Grade 9 pupils in 1978/79 with home languages other than Swedish. Proportion of foreign citizens, by home language/backgrounds.
(See also figures in App. 3.)

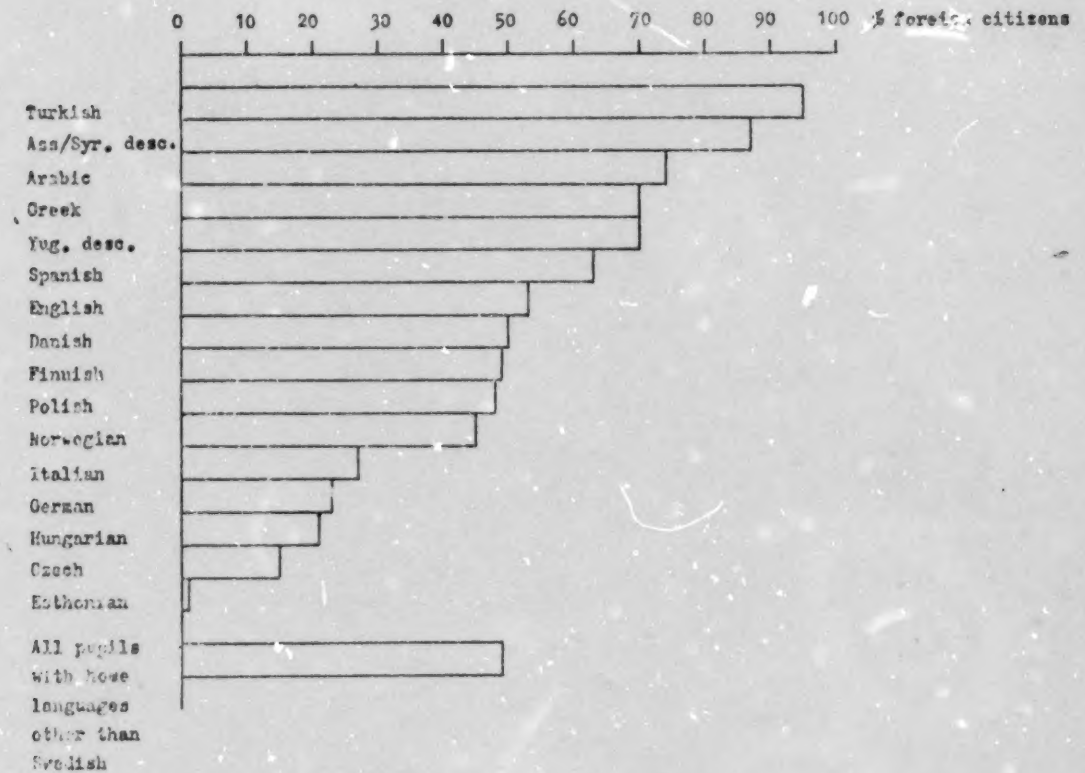


Figure 2:1 and App. 3 show the proportion of immigrants in various groups of home language pupils, immigrants being defined according to foreign citizenship. Unfortunately data are not available concerning the numbers of grade 9 pupils in 1978/79 who were foreign citizens and whose only home language was Swedish.

As can be seen from figure 2:1, the proportion of foreign citizens varies a great deal between various groups of home language pupils. More than 70 per cent of Estonian-speaking, Czech-speaking, German-speaking and Hungarian-speaking pupils are Swedish citizens. More than 70 per cent of Arabic-speaking, Assyrian/Syrian, Greek-speaking, Yugoslav and Turkish-speaking pupils are foreign citizens. At least 95 per cent of the Turkish-speaking pupils in grade 9 in 1978/79 were foreign citizens. (Only language groups with at least 40 members are specified in figure 2:1.)

The entire group of home language pupils in grade 9 contains roughly equal numbers of foreign and Swedish citizens.

In the case of Danish-speaking and Greek-speaking pupils, for example, the country of nationality can be identified with quite considerable certainty. Where certain other languages are concerned, on the other hand, pupils sharing a single language can come from different countries.

The following table indicates a number of languages spoken by a majority of the population in more than one country. The right-hand half of the table shows the countries in which each language is spoken by a majority of the population. The table also shows, on a country-by-country basis, how large a proportion of all foreign citizens aged 16 or 17 in Sweden and coming from countries where a particular language is the majority language are citizens of the country concerned. This table, consequently, provides some indication of the citizenship of grade 9 pupils in 1978/79 having Arabic, English, Spanish and German as their home languages.

Language	No. grade 9 pupils in 1978/79 having the lang. as their home lang.	Foreign citizens (1979) from countries sharing the same principal language, by country of origin. (16 or 17-yr-olds only)
Arabic	47	Syria (48 %), Lebanon (22 %), Morocco (14 %), Iraq (9 %), others (7 %)
English	178	U.K. (52 %), USA (43 %), others (6 %)
Spanish	187	Chile (62 %), Spain (24 %), other Latin Am. countries (15 %)
German	532	West Germany (70 %), Austria (15 %), Switzerland (13 %)

Source: Folkmängd 1979 del 3 (SCB)

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The third column in App. 3 shows the relatively small proportion of grade 9 home language pupils who are not included in the EIFO registers. There are several reasons for the exclusion of some home language pupils.

1. Pupils aged at least 18 in 1978 (i.e. born in 1960 or earlier) and Swedish citizens since 1967 who were born in Sweden are not included. (As mentioned earlier, particulars are not forthcoming concerning their parents.)
2. Some newly immigrated home language pupils have yet to be entered in civil records.
3. Children from minorities of Swedish origin and with home languages other than Swedish (e.g. Finnish-speaking inhabitants of Tornedalen) are not included in the EIFO registers.
4. Young persons who have been Swedish citizens since 1967 and are the grandchildren of immigrants are not included.
5. Children born in Sweden of single parents (as defined in the EIFO registers) born in Sweden, and for example with one parent cohabiting with a person who has another home language and was born abroad, are not included. Both the single parent and the child are presumed to have been Swedish citizens since 1967.

2.3 Year of immigration etc.

Table 2:2 shows grade 9 home language pupils in 1978/79 who immigrated while of compulsory school age, by year of immigration. Other pupils in the EIFO registers have been distributed according to parental origins. (The breakdown in table 2:2 is the same as that employed in most of the tables in this section.)

The relatively small number of pupils in the second column of the table have two married and cohabiting parents who were born in Sweden or a single mother who was born in Sweden. Most of these pupils themselves were presumably born abroad or are the children of foreign citizens born in Sweden. The pupils listed in column 3 have either one parent who was born abroad and is married to a parent born in Sweden, or else a single parent born abroad. The pupils in column 4 have two married and cohabiting parents who were born abroad. The pupils in column 5, for whom parental data are lacking, may be of foreign birth but living with relatives.

Table 2:2

Grade 9 pupils in 1978/79 with home languages other than Swedish, by home language/background and year of immigration.

Home language/ background	Not in EIFO registers %	Immigrated before 1970 or born in Sweden					Immi- grated 1970-72	Immi- grated 1973-75	Immi- grated 1976-78	All home language pupils	
		Both parents born in Sweden % (1)	One parent born abroad % (2)	Both parents born abroad %	No paren- tal data %	Total %				Percen- tages	No.
Arabic	2	2	6	19	-	27	4	13	53	100	47
Assyr./Syr. desc.	9	-	3	-	4	7	3	7	74	100	69
Danish	5	3	37	27	2	69	6	15	6	100	449
English	10	10	36	5	-	51	10	11	19	100	178
Esthonian	16	-	37	47	-	84	-	-	-	100	76
Finnish	9	1	27	42	1	71	13	3	4	100	3 660
Greek	2	1	12	38	1	52	22	17	8	100	192
Italian	10	11	47	26	1	85	1	3	2	100	128
Yug. desc.	4	1	18	40	1	60	27	7	3	100	484
Norwegian	7	4	50	20	1	75	6	6	7	100	209
Polish	3	3	14	18	-	35	16	16	30	100	93
Spanish	3	3	21	10	2	36	1	10	50	100	187
Czech	6	-	15	50	-	65	19	4	8	100	48
Turkish	3	-	5	22	1	28	21	22	28	100	129
German	6	5	50	33	-	88	1	2	2	100	532
Hungarian	4	2	36	41	-	79	8	3	5	100	185
All pupils with home lang's other than Swe.	8	2	29	35	1	67	12	6	8	100	6 956

1) Inc. children of single parents born in Sweden

2) "- abroad

Most home language pupils with Swedish proficiency ratings of C-D (i.e. those whose ability to express themselves in Swedish appears to be subject to certain limitations) immigrated while of compulsory school age, but no less than 35 per cent of pupils with these ratings immigrated before compulsory school age or were born in Sweden. Most grade 9 pupils with ratings of C or D who immigrated before compulsory school age or were born in Sweden live in families where both parents were born abroad.

Most grade 9 home language pupils with proficiency ratings of E or F (i.e. those speaking Swedish like the average Swedish pupil) immigrated before compulsory school age or were born in Sweden. Pupils with a proficiency rating of F who were born in Sweden or immigrated before compulsory school age tend very often to live in families where only one parent was born abroad.

Figure 2:4 and App. 4 show, for example, with reference to the major home language pupil groups how pupils who immigrated at various junctures differ in terms of Swedish proficiency.

App. 4 shows that four out of every five home language pupils who immigrated while of junior level age are considered to speak Swedish like the average Swedish pupil, while only one in five immigrating while of senior level age is considered to have this command of Swedish.

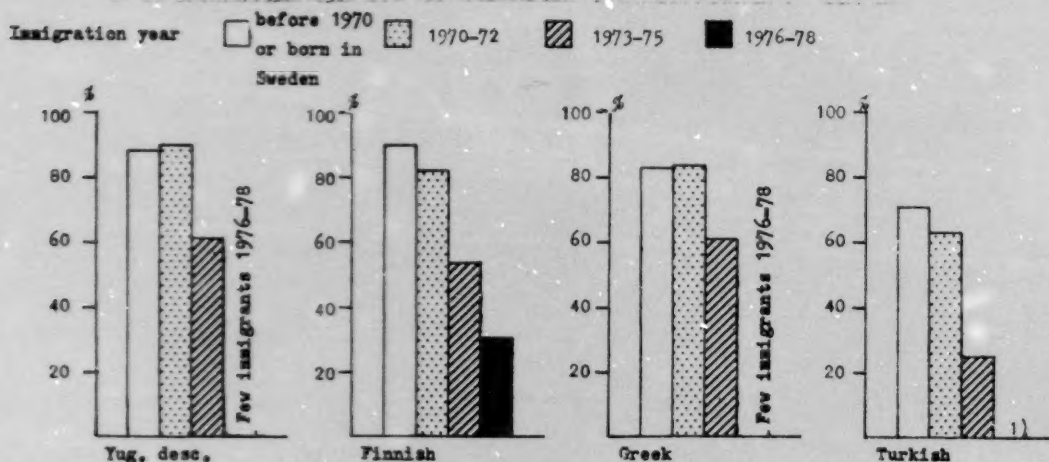
Comparing the groups specified in figure 2:4, one finds that the proportion of pupils with E-F proficiency ratings in Swedish is smaller in the Turkish-speaking group than in other groups immigrating in roughly the same years. Turkish-speaking pupils who were born in Sweden or immigrated before compulsory school age are also considered on average to have less knowledge of Swedish than other home language pupils who immigrated before compulsory school age or were born in Sweden.

The Finnish-speaking pupils of Swedish origin (e.g. from Tornedalen) are among the 318 Finnish-speaking pupils not included in the EIFO registers. Thus the Finnish-speaking pupils in figure 2:4 are of foreign descent.

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Figure 2:4

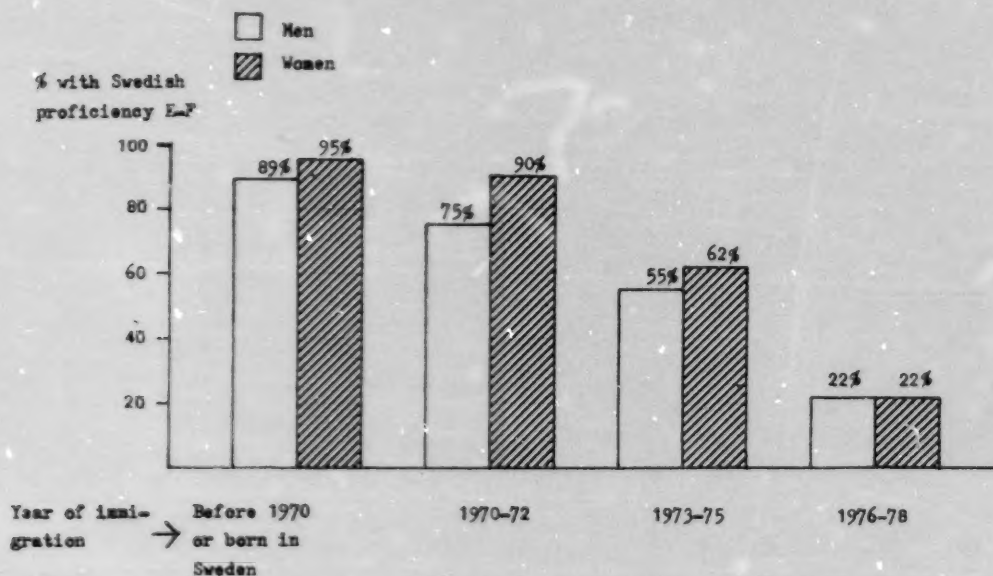
Grade 9 pupils in 1978/79 with home languages other than Swedish. Proportions of pupils speaking Swedish like the average Swedish pupil (ratings E-F), by year of immigration and home language/background. (Also see figures in App. 4).



1) No Turkish-speaking pupils immigrating 1976-78 have gained Swedish proficiency ratings of E-F.

Figure 2:5

Grade 9 pupils in 1978/79 with home languages other than Swedish. Proportions of pupils speaking Swedish like the average Swedish pupil (ratings E-F), by sex and year of immigration. (See also figures in App. 5).



Female home language pupils in grade 9 are judged on average to be more proficient in Swedish than male home language pupils. As can be seen from App. 5, there is no great difference between male and female home language pupils in terms of immigration year or parental origins. Average Swedish proficiency is higher among female than among male home language pupils in the case of those immigrating during the intermediate and junior level years and those immigrating before compulsory school age or born in Sweden. Where pupils immigrating during the senior level years are concerned, however, there are no differences between male and female pupils regarding Swedish proficiency; see figure 2:5.

2.4 Pupils speaking Swedish with one parent

In order among other things to gauge the pupils' opportunities of learning Swedish, it is interesting to know whether a pupil having a home language other than Swedish talks Swedish to either parent. Grade 9 pupils from 1978/79 were asked in the questionnaire, administered in March 1980, to what extent they spoke Swedish together with either parent, see App. 1, question 17. Only about 1 per cent of the home language pupils completing the questionnaire omitted to answer this question.

No less than 42 per cent of all home language pupils in grade 9 in 1978/79 state that they always speak Swedish together with one of their parents. It should be noted that the pupils can very well speak another language than Swedish with the other parent, or that a language other than Swedish can constitute a living element in the domestic environment with reference to other persons than parents. A language other than Swedish constituting a living ingredient of the domestic environment, however, is a precondition of inclusion in the SCB home language pupil statistics and, accordingly, in this survey. Clearly, though, Swedish is also a living ingredient of the domestic environments of many home language pupils.

Table 2:6

Grade 9 pupils in 1978/79 with home languages other than Swedish, by amount of Swedish spoken with parents and year of immigration.

Answers to question: Do you speak Swedish with either of your parents?	Not in RIFO registers	Immigrated before 1970 or born in Sweden					Immigrated 1970-72	Immigrated 1973-75	Immigrated 1976-78	All home language pupils
		Both par. born in Swe.	One parent born abroad	Both parents born abroad	No parental data	Total				
		%	%	%	%	%	%	%	%	%
Yes, always	77 %	94 %	71 %	32 %	21 %	50 %	11 %	17 %	9 %	42 %
Yes, often	13 %	5 %	12 %	20 %	24 %	16 %	18 %	14 %	13 %	16 %
Not often	5 %	1 %	8 %	28 %	24 %	19 %	28 %	27 %	22 %	20 %
No, never	5 %	-	8 %	21 %	31 %	15 %	43 %	42 %	56 %	22 %
Total percentage	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %
no.	517	132	1975	2422	62	589	325	415	542	6888

A relatively large proportion (42-56 %) of pupils who were of compulsory school age when they came to Sweden never speak Swedish to either parent, as against only 15 per cent of those who were born in Sweden or were under compulsory school age when they immigrated. No less than 50 per cent of this latter group always speak Swedish to one parent.

It is above all many (71 %) of the home language pupils with only one parent born abroad (and who themselves were born in Sweden or immigrated before compulsory school age) who always speak Swedish with one parent. This confirms the hypothesis that those with only one parent born abroad are not children of single parents but often have one parent of foreign origin and one of Swedish origin.

In families where one parent was born in Sweden and speaks Swedish to the child, the child's first language or mother tongue may in some cases be Swedish. Thus the number of children with home languages other than Swedish presumably exceeds the number of children with mother tongues other than Swedish.

In table 2:7, grade 9 home language pupils from 1978/79 and with various home languages/backgrounds are compared in terms of the proportion stating respectively that they never speak Swedish to either parent or always do so; see question 17, App. 1.

There are great differences between groups regarding the proportion always speaking Swedish to one parent. This proportion is high in the Italian-speaking, Norwegian-speaking and German-speaking groups, while in the Assyrian/Syrian and Turkish-speaking groups it is very low. The converse applies regarding the proportion never speaking Swedish to either parent. The Assyrian/Syrian and Turkish-speaking groups have a relatively large proportion of members who never speak Swedish to their parents, and this proportion is also comparatively large in the Greek-speaking and Spanish-speaking groups.

Table 2:7

Grade 9 pupils in 1978/79 with home languages other than Swedish, by home language/background and amount of Swedish spoken with parents.

Home language/ background	Answer to question: Do you speak Swedish with either of your parents?						
	Yes, always %	Yes, often %	Not often . %	No, never %	No answer %	Total	
						Percent.	No.
Arabic	21	23	26	23	6	100	47
Assyr./Syr. desc.	3	4	25	65	3	100	69
Danish	66	12	9	12	2	100	449
English	55	22	10	11	1	100	178
Esthonian	68	9	12	11	-	100	76
Finnish	36	17	23	24	1	100	3 660
Greek	13	16	31	40	1	100	192
Italian	74	13	9	4	1	100	128
Yug. desc.	20	20	27	32	1	100	484
Norwegian	85	6	5	2	1	100	209
Polish	39	22	17	22	1	100	93
Spanish	30	9	12	47	1	100	187
Czech	25	13	31	25	6	100	48
Turkish	3	9	39	50	-	100	129
German	83	11	4	2	1	100	532
Hungarian	50	23	17	8	3	100	185
All pupils with home language other than Sw	42	16	19	22	1	100	6 956

Summing up, we may note that only a limited proportion of German, Esthonian and Italian-speaking home language pupils are classifiable as immigrants in the narrow sense of that term, because a relatively large proportion of the pupils in these three groups: 1. are Swedish citizens or 2. were born in Sweden and have only one parent born abroad, or 3. speak only Swedish to one parent.

A relatively large proportion of the Assyrian/Syrian, Greek-speaking, Yugoslav and Turkish-speaking home language pupils are classifiable as immigrants even if that term is taken in a very narrow sense. Relatively few members of these groups 1. are Swedish citizens, 2. were born in Sweden and have only one parent born abroad, 3. always speak Swedish to one parent.

Mention can also be made of the following important findings from section 2:

- About half of all grade 9 pupils from 1978/79 with home languages other than Swedish are Swedish citizens.

- Most grade 9 home language pupils from 1978/79 were born in Sweden or immigrated before compulsory school age.

- Turkish-speaking pupils in grade 9 who immigrated in a particular year are considered on average to know less Swedish than other pupils who immigrated at roughly the same time.

- Female pupils in grade 9 who immigrated in a particular year while of junior or intermediate level age are considered on average to know more Swedish than male pupils who immigrated in about the same year.

- Roughly two out of every five pupils in grade 9 with home languages other than Swedish always speak Swedish to one parent.

3 Home language pupils compared with pupils having Swedish as their home language

3.1 Principal occupation in March 1980

Table 3:1 shows the principal occupations during the week between 17th and 23rd March 1980 of those pupils who were in grade 9 in 1978/79. The data in table 3:1 are based on the pupils' own replies to the questionnaire; see App.1, question 5.

Data concerning principal occupations are lacking for very few of the pupils completing the questionnaire. It should be noted that those whose principal occupations are non-educational may well be studying part time.

Students as per table 3:1 include those studying outside the upper secondary school system, e.g. participants in municipal adult education or labour market training. On the other hand, pupils still attending compulsory school are not included among the students in table 3:1.

The proportion of pupils studying one year after compulsory school is smaller among home language pupils than among pupils having Swedish as their home language. Table 3:1 refers only to pupils born in 1963. If pupils born before 1963 had been included in table 3:1, it is above all the proportion of students among pupils with other home languages that would have been smaller. This is because the older pupils have a lower study frequency than others. The older pupils constitute a larger proportion of home language pupils in grade 9 than of the corresponding group of pupils having Swedish as their home language. (In connection with table 3:7, a more detailed account is given of the development of study frequencies for different types of studies between the autumn of 1979 and the spring of 1980.)

The proportion primarily gainfully employed one year after compulsory school is roughly the same among home language pupils as among pupils having Swedish as their home language. On the other hand the proportion of job applicants is higher among home language pupils than among pupils with Swedish as their home language. It should be noted, however, that only 3 per cent of all home language pupils leaving grade 9 in spring of 1979 were job applicants. On the other hand, the proportion of job applicants among non-students is a good deal higher: 14 per cent among home language pupils and 8 per cent among pupils having Swedish as their home language.

Table 3:1

Grade 9 pupils in 1978/79⁽¹⁾

Proportion variously occupied in March 1980, by home language pupils and pupils having Swedish as their home language.

	Studying	Gainfully employed	Job applicants		Other occupations	No reply	Total	
							%	No.
All pupils with home languages other than Swedish	76 %	19 %	3 %	0 %	1 %	0 %	100 %	6 116
Pupils having Swedish as their home language	79 %	19 %	2 %	0 %	0 %	0 %	100 %	100 946

(1) Only those born in 1963.

The proportion employed in their own households and/or principally occupied in caring for their own children is very small as regards both home language pupils and pupils having Swedish as their home language.

3.2 Non-students after compulsory school

In the questionnaire the pupils are asked whether at any time since leaving compulsory school they have been unemployed, and if so, how long they have been unemployed; see App. 1, question 6. The answers received to this question have been summarized in table 3:2. The proportion unemployed at some time after leaving compulsory school is somewhat higher among home language pupils leaving compulsory school in 1979 (15 %) than among the corresponding pupils with Swedish as their home language (11 %). It should be observed that the great majority of those stating that they had been unemployed at some time after leaving compulsory school were employed or studying during the week of the study, i.e. between 17th and 23rd March; cf. table 3:1.

The average duration of unemployment is longer among home language pupils than among pupils having Swedish as their home language. (A small number of pupils reported that they had been unemployed but did not state the duration of their unemployment. These pupils are not included in the means given in table 3:2.)

It can be hard to say what pupils mean by unemployment. For example, they may have been unemployed for a month or so during the summer. It is therefore interesting to see how many pupils have been unemployed for a considerable length of time. One finds that at least 3 per cent or so of the Swedish-speaking pupils who left compulsory school in the spring of 1979 had been unemployed for four months or more by the end of March 1980. The corresponding figure for home language pupils is 4 per cent.

Table 3:2

Grade 9 pupils in 1978/79⁽¹⁾

Proportion unemployed to end March 1980, by home language pupils and pupils having Swedish as their home language.

	No. in grade grade 9	Percentage unemployed	Months of un- employment per unemployed ⁽²⁾
All pupils with home languages other than Swedish	6 116	15 %	4
Pupils having Swed- ish as their home language	100 946	11 %	3

(1) Only those born in 1963.

(2) On average

Table 3:3 illustrates the reasons given by non-students in the week between 17th and 23rd March for not attending upper secondary school; see App. 1, question 16. It should be added that 15 - 20 per cent of those who were not attending upper secondary school did not answer this question.

Proportionally fewer home language pupils than pupils having Swedish as their home language state that they declined the upper secondary school places they were offered. On the other hand the proportion of non-students who discontinued their upper secondary schooling is somewhat larger among home language pupils than among pupils with Swedish as their home language.

The great majority in both groups state that they are not studying because they prefer to work.

It is worth noting that the number of pupils stating that they have discontinued their upper secondary schooling roughly tallies with the number who were not attending upper secondary school in March 1980 but were reported as having been accepted for upper secondary school in September 1979; see table 3:6.

Table 3:3

Grade 9 pupils in 1978/79⁽¹⁾ not attending upper secondary school in March 1980. Proportion stating various reasons for not attending upper secondary school, by home language pupils and pupils having Swedish as their home language.

	No.	Whereof percentages giving the following reasons for not attending upper secondary school					
		Prefer working (%)	Not admitted to study route of first preference (%)	Changed mind after admission to study route of first preference (%)	Started upper secondary school but left (%)	Have completed a short-term course (%)	Wanted to study, but family couldn't afford it (%)
All with home languages other than Swedish	1 749	66	24	21	24	3	3
Pupils with Swedish as their home language	23 713	72	26	30	21	4	4

(1) Only those born in 1963

(2) N.B. The pupils were allowed to give more than one reason.

Pupils not studying the first year after leaving compulsory school may possibly intend studying later. Partly for this reason, the pupils were asked about their plans for the autumn term 1980; see App. 1, questions 9 and 10. Table 3:4 shows how those who were non-students in March 1980 replied to these questions.

One finds that plans for the autumn of 1980 among non-students in the spring of 1980 are very similar as between home language pupils and pupils whose home language is Swedish. Reasons for studying and working respectively are also very similar between the two groups.

Table 3:4

Non-students, March 1980, among grade 9 pupils from 1978/79⁽¹⁾. Plans for autumn 1980, by home language pupils and pupils having Swedish as their home language.

	No. in March 1980	Plan to study in aut. term 1980 because:			Plan to work in aut. term 1980 because:			
		It will improve my employment prospects (%)	I can't find a suitable job (%)	education is required for my intended occupation (%)	I have/can obtain a job that interests me (%)	I want a year off study (Z)	I need job experience, vocational merits for my studies (Z)	I want to study but can't afford it (%)
Pupils with home languages other than Swedish	1 465	20	9	16	54	23	15	4
Pupils having Swedish as their home language	21 544	19	6	16	58	19	18	3

(1) Only those born in 1963

(2) N.B. The pupils were allowed to give more than one reason.

Most of those who were not studying in the spring of 1980 plan to work in the autumn of 1980 because they have or can obtain interesting jobs. Far fewer respondents state that the desire for a year off studies is their reason for planning to work.

Relatively few state that they have planned to work because they cannot afford to study.

Most non-students in the spring of 1980 who plan to resume their studies are motivated by the belief that this will improve their employment prospects. A much smaller number plan to resume their studies because they are unable to find suitable jobs, though the proportion giving this reason is somewhat larger among home language pupils.

Young persons who were job applicants at the time of the survey, one year after leaving compulsory school, constitute a particularly vulnerable group, and 202 of the home language pupils were job applicants as against 1 781 of those having Swedish as their home language.

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Table 3:5

Job applicants, March 1980, among grade 9 pupils from 1978/79⁽¹⁾. Plans for autumn 1980, by home language pupils and pupils having Swedish as their home language.

	No. in March 1980	Plan to study in aut. term 1980 because:			Plan to work in aut. term 1980 because:			
		it will improve my employment prospects (%)	I can't find a suitable job (%)	education is required for my intended occupation (%)	I have/can obtain a job that interests me (%)	I want a year off study (%)	I need job experience/vocational merits for my studies (%)	I want a study but can't afford it (%)
Pupils with home language other than Swedish	202	24	15	17	35	27	15	3
Pupils having Swedish as their home language	1 721	25	12	25	29	27	23	4

1) Only those born in 1963

2) N.B. The pupils were allowed to give more than one reason.

Thus where job applicants are concerned, one also finds that home language pupils and pupils with Swedish as their home language have similar plans.

The proportion planning to study in the autumn of 1980 is slightly larger among job applicants than among non-students as a whole.

Young job applicants with Swedish as their home language appear to be rather more settled in the sense that they tend more to be planning to study for a particular occupation or to be planning to work and then study later on.

3.3 Study frequency one year after compulsory school

In Interim Report 1 we found that 71 per cent of home language pupils born in 1963 went straight on to upper secondary school from grade 9 of compulsory school in the autumn of 1979. The corresponding figure for Swedish-speaking pupils born in 1963 was put at 80 per cent. 69 per cent of the entire group of home language pupils (including those born before 1963) went straight on to upper secondary school from grade 9.

The proportion of a generation attending upper secondary school varies somewhat over time, and changes in this respect are also liable to occur in the course of a single school year, due to students curtailing their studies, concluding short-term courses and commencing studies to which they can be admitted in the spring term. A different image of educational interest can also be obtained by including full-time students outside the upper secondary school system.

Table 3:6 has been compiled to elucidate changes in the proportion of students between September 1979 and March 1980 and the scope of studies outside the upper secondary school system. This table refers to pupils born in 1963.

The proportion of home language students born in 1963 and attending upper secondary school in September 1979 is somewhat greater (73 %) in table 3:6 than was estimated in Interim Report 1 (71 %). This is partly because the proportion of students as stated in table 3:6 has been calculated on the basis of respondents to the questionnaire. The non-respondents presumably include a smaller proportion not studying at upper secondary school. For example, the non-respondents include pupils who have re-emigrated. (1)

The proportion of home language pupils attending upper secondary school is smaller in March 1980 than in September 1979 (71 % instead of 73 %), but the difference between home language pupils and Swedish-speaking pupils in terms of the proportion of upper secondary school students is roughly the same at both junctures. True, the proportion of home language pupils discontinuing their studies in two-year vocational lines of upper secondary school is greater than the corresponding proportion of pupils having Swedish as their home language, but this is offset by the greater number of home language pupils starting two-year vocational lines or specialized courses in the spring of 1980. (Some of the "new" home language pupils taking specialized courses in March 1980 are presumably participants in induction courses for young immigrants who, partly for technical reasons, were not registered as having been admitted to upper secondary school in September 1979.)

(1) Part of this difference (0.5 - 1 %) may be due to the exclusion from table 3:6 of pupils repeating grade 9 (who, ipso facto, cannot have been admitted to upper secondary school). This exclusion may also mean that the true transition rate for pupils having Swedish as their home language is rather less than 79 per cent, though presumably fewer Swedish-speaking than home language pupils repeat grade 9.

Table 3:6

Grade 9 pupils in 1978/79⁽¹⁾

Proportion admitted to upper secondary school, autumn 1979, for certain study routes according to the register of applicants and admissions, and the proportion stating that they were studying outside the upper secondary school system and in upper secondary school, March 1980, by home language pupils and pupils having Swedish as their home language.

	Prop. of grade 9 pupils from 1978/79 att. upper sec. school, Sept. 1979, acc. reg. of applicants and admissions	Prop. of grade 9 pupils from 1978/79 dropping out of upper sec. school or completing a one-term upper sec. school course, Sept. 1979 - March 1980	Prop. of grade 9 pupils from 1978/79 studying in March 1980 but not attending upper sec. school Sept. 1979 acc. reg. of applicants and admissions	Prop. of grade 9 pupils from 1978/79 studying in March 1980
Home lang. pupils (6 116)				
3-4-yr lines and 2-yr theor. lines	37 %	2 %	-	35 %
Nursing & Care Line	2 %	0 %	2 %	5 %
Other 2-yr vocational lines	29 %	4 %	2 %	27 %
Specialized courses lasting at least 1 yr	4 %	1 %	1 %	4 %
Short-term spec. courses	1 %	0 %	0 %	1 %
Total upper sec. school	73 %	7 %	6 %	71 %
Other forms of education ⁽²⁾	-	-	5 % ⁽⁴⁾	5 %
All forms of education	73 %	7 %	11 %	76 %
Pupils having Swedish as their home language (100 946)				
3-4-yr lines and 2-yr theor. lines	44 %	2 %	-	42 %
Nursing & Care Line	3 %	0 %	2 %	5 %
Other 2-yr vocational lines	28 %	2 %	0 %	26 %
Specialized courses lasting at least 1 yr	5 %	1 %	0 %	4 %
Short-term spec. courses				
Total upper sec. school	79 %	6 %	3 %	77 %
Other forms of education ⁽²⁾	-	-	2 % ⁽³⁾	2 %
All forms of education	79 %	6 %	5 %	79 %

(1) Only pupils born in 1963 and not still attending compulsory school in 1979/80.

(2) Labour market training (AMU), municipal adult education (Komvux) etc. N.B. Not compulsory school.

(3) Whereof 1/5 have not specified education.

(4) Whereof 1/4 have not specified education.

Table 3:6 also shows that more home language pupils than Swedish-speaking pupils study full time outside the upper secondary school system. Above all, the proportion of home language pupils receiving labour market training is larger. (Table 3:6 does not include pupils still attending compulsory school.)

Owing to the comparatively large proportion of home language pupils receiving education outside the upper secondary school system, there is less difference between home language pupils and Swedish-speaking pupils regarding the proportion of students than as regards the proportion attending upper secondary school.

3:4 Study dropouts

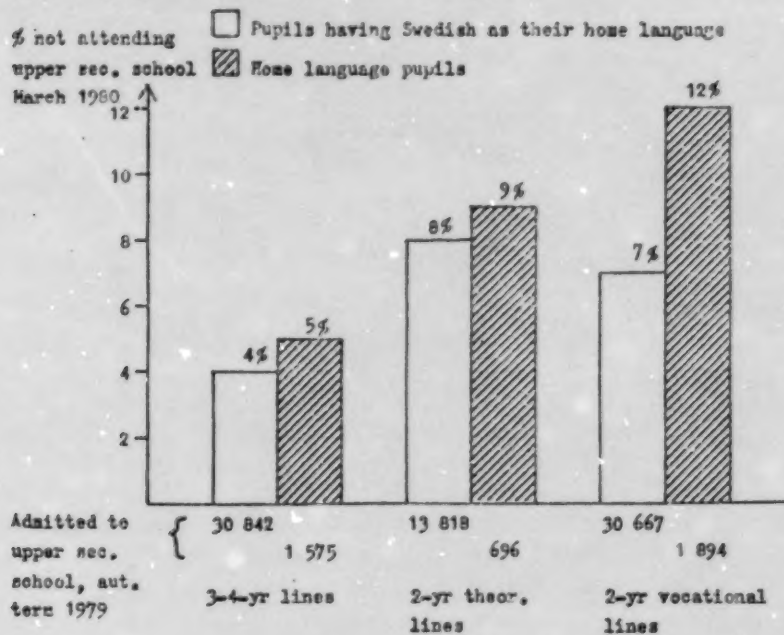
Figure 3:7 shows the proportion of pupils admitted to and starting various lines of upper secondary school in September 1979 who stated in the questionnaire that they were not attending upper secondary school in the week between 17th and 23rd March 1980. Pupils admitted to upper secondary school are defined as those who attended lessons on 15th September 1979. In principle, therefore, figure 3:7 shows the proportion of pupils going straight on to a line of upper secondary school from grade 9 of compulsory school and dropping out during their first year. It should be borne in mind that pupils curtailing their upper secondary schooling may have changed to another type of school.

Unfortunately it is not possible on the strength of the present material to compare home language pupils and Swedish-speaking pupils in terms of the proportion dropping out of a specialized course of at least one year's duration.

Figure 3:7

Pupils admitted to a line of upper secondary school, autumn 1979. ⁽¹⁾

Proportion not remaining in upper secondary school, March 1980, by home language pupils and pupils having Swedish as their home language.



1) Only those born in 1963

Home language pupils tend more than Swedish-speaking pupils to drop out of lines of upper secondary school during their first year (9 % as against 6 %).

In the three and four-year lines and in two-year theoretical lines, the dropout rate for home language pupils is only slightly higher than that of pupils having Swedish as their home language. On the other hand, home language pupils have a much higher dropout rate (12 %) than Swedish-speaking pupils (7 %) in the two-year vocational lines.

The two-year vocational lines with the heaviest home language pupil dropout rates are the Consumer Line, the Distribution and Clerical Line, the Workshop Line, the Motor Engineering Line, and the Building and Construction Line.

There may be many and widely varying reasons for a pupil dropping out of upper secondary school. Some dropouts, for example, are tactical, in the sense that a pupil curtails his studies when he risks gaining inferior marks, i.e. marks below those in his compulsory school leaving certificate. Previous surveys (including the NBE survey "Study dropouts and changes of line in upper secondary school", P 1 1975:23) have shown that, tactical considerations apart, the causes of dropouts are mainly connected with school. For example, they may include mistaken choices or school fatigue. (These previous surveys refer to upper secondary school students generally and do not focus particularly on home language or immigrant students.)

Previous studies have also shown that most tactical dropouts occur in grade 2 or higher up. Tactical dropouts, in other words, are relatively uncommon in the grade - grade 1 - with which the present survey is concerned. Report P 1 1975:23 has shown that about 40 per cent of dropouts in two-year lines come in grade 1 before the end of the spring term, i.e. within the period covered by this survey. About 20 per cent of all dropouts in three and four-year lines come in the first grade. Dropouts in grade 1 often occur during the Christmas holiday (according to P 1 1975:23) but are otherwise fairly evenly distributed throughout the year.

The NBE report "Students dropping out of upper secondary school" (Interim Report 2 P 1 1980:2) shows that between a quarter and half of the students who drop out subsequently resume their upper secondary school studies, though most of them continue by another study route. The largest proportion of dropouts not resuming their studies occurs among those who drop out of a two-year vocational line. According to P 1 1980:2, there is no difference between male and female students regarding the proportion resuming their studies.

Summing up, we may note the following main findings from section 3.

- The proportion of job applicants one year after compulsory school is greater and the duration of unemployment is longer among home language pupils than among pupils having Swedish as their home language.
- The proportion dropping out of the first grade of upper secondary school is somewhat greater among home language pupils than among pupils having Swedish as their home language.
- The proportion of home language pupils studying outside the upper secondary school system one year after compulsory school is greater than the corresponding proportion of pupils having Swedish as their home language.

Sections 4-7 specify the groups of home language pupils in which the proportion of unemployed and upper secondary school dropouts is so great as to make the average for all home language pupils greater than that for pupils having Swedish as their home language.

4 Comparison of home language pupils with various home languages/backgrounds

4.1 Principal occupation in March 1980

In table 3:1 we compared the activities of home language pupils and Swedish-speaking pupils one year after grade 9. Table 4:1 contains similar comparisons of home language pupils with various home languages/backgrounds.

Table 4:1 refers to occupations one year after grade 9 (1978/79). This time pupils born before 1963 have also been included, but only groups numbering at least 40 pupils are specified.

Table 4:1

Grade 9 pupils from 1978/79 with home languages other than Swedish.
Proportions variously occupied, March 1980, by home languages/backgrounds.

Home language/ background	Studying %	Gainfully employed %	Job applicants %	Other occu- pations %	No reply %	Total	
						%	No.
Arabic	94	6	0	0	0	100	47
Assyrian/ Syrian desc.	77	12	4	7	0	100	69
Danish	64	31	4	2	0	100	449
English	85	14	1	1	0	100	177
Esthonian	83	12	1	3	0	100	76
Finnish	72	22	4	1	0	100	3 660
Greek	77	22	2	0	0	100	192
Italian	84	13	1	2	0	100	128
Yugoslav desc.	87	10	2	2	0	100	484
Norwegian	83	13	1	2	0	100	209
Polish	84	15	2	0	0	100	93
Spanish	76	17	6	1	0	100	187
Czech	92	2	4	4	0	100	48
Turkish	57	39	3	2	0	100	129
German	86	12	2	0	0	100	532
Hungarian	82	18	1	1	0	100	185
All pupils with home lang's other than Swe.	75	20	3	1	0	100	6 955

It should be noted that the students in table 4:1 include students outside the upper secondary school system. This is one reason why the proportion of students in various groups as per table 4:1 differs somewhat from the proportion admitted to upper secondary school according to Interim Report 1; see also table 4:4.

The students in table 4:1 (unlike table 3:1) also include those still attending compulsory school, i.e. repeating grade 9. This makes it hard to gauge the implication of a large proportion of students in table 4:1.

Despite the inclusion of schools outside the upper secondary school system, the Danish-speaking and Turkish-speaking groups have a relatively small proportion of pupils studying one year after leaving compulsory school. This proportion is also quite small in the Finnish-speaking group.

The data in table 4:1 concerning job applicants are based on small figures for individual groups and must therefore be interpreted cautiously. The proportion of job applicants in the Finnish-speaking group, however, can safely be said to exceed that for home language pupils with other home languages and for pupils with Swedish as their home language. About 15 per cent of Finnish-speaking non-students were job applicants, as against roughly 11 per cent for other home language pupils.

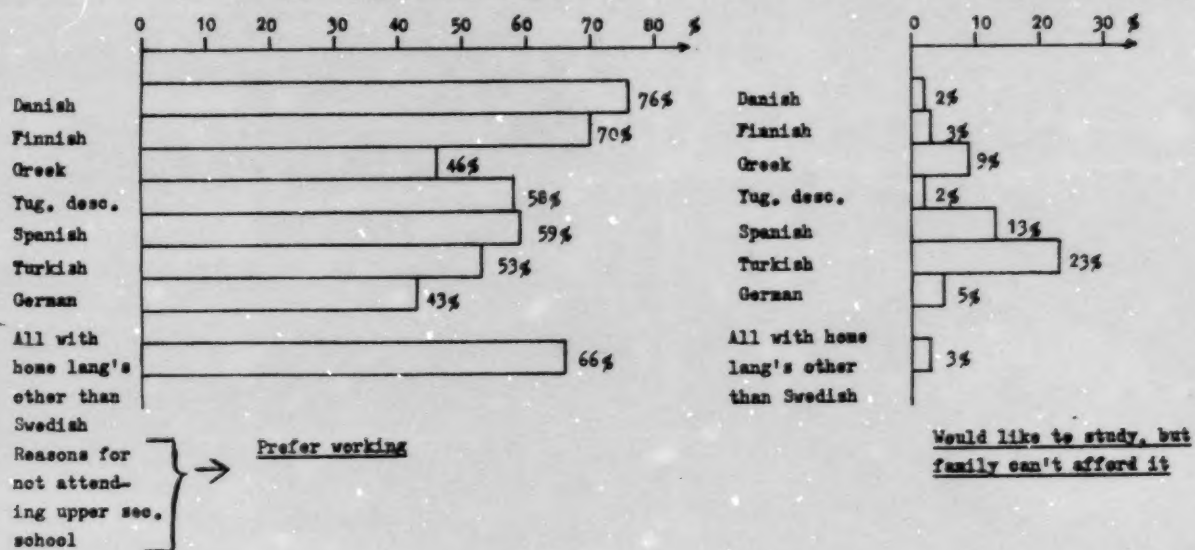
4.2 Non-students after compulsory school

Table 3:3 showed the breakdown of the entire group of non-student home language pupils in terms of their answers to the question: Why are you not studying at upper secondary school? Figure 4:2 and App. 6 contain similar breakdowns for various individual groups of home language pupils.

Figure 4:2

Grade 9 pupils from 1978/79 with home languages other than Swedish not attending upper secondary school in March 1980. Proportions giving various reasons for not attending upper secondary school, by home language/background.

(N.B. The pupils were allowed to state more than one reason.) (Also see the figures in App. 6.)



Only major groups are included. Pupils born before 1963 are also included in figure 4:2 and App. 6.

In all groups, "I prefer working" is the reason given by most respondents for not attending upper secondary school, but this reason was far more common among the Danish-speaking and Finnish-speaking groups than in the other groups specified in figure 4:2.

Compared with other groups, a large proportion of the Turkish-speaking pupils say that they would like to go on studying but their families cannot afford it.

In table 4:3, the future plans of non-students are compared as between Finnish-speaking pupils, other home language pupils and pupils whose home language is Swedish.

Table 3:4 showed that there was no appreciable difference between non-student home language pupils and Swedish-speaking non-students regarding future educational plans and the reasons

for them. Singling out the Finnish-speaking pupils, however, one finds that they are less interested than other home language pupils and Swedish-speaking pupils in resuming their studies.

A relatively large proportion of non-student, Finnish-speaking home language pupils state the desire for a year off studies as their reason for planning to work.

Table 4:3

Non-students, March 1980, among grade 9 pupils from 1978/79⁽¹⁾.
Plans for autumn 1980, by Finnish-speaking pupils and other home language pupils.

Home language	No., Mar 1980	Planning to study aut. term 1980, because: (2)			Planning to work aut. term 1980 because: (2)			
		it im- proves employ- ment prospects %	can't get a suit- able job %	educa- tion required for intended occupa- tion %	I have/ can get an inter- esting job %	I want a year off studies %	I need job experi- ence/voc- ational credits for my studies %	I want to study but can't afford it %
Finnish	906	16	8	13	54	27	15	4
Other home lang's (not Swedish)	559	25	10	19	55	17	16	5
Swedish	21 544	19	6	16	58	19	18	3

1) Only pupils born in 1963.

2) N.B. The pupils were allowed to give more than one reason

4.3 Study frequency one year after compulsory school

Table 4:4 shows, with reference to various language groups, how the picture of direct transitions from compulsory school to upper secondary school is transformed if allowance is made for dropouts during the first year and studies commenced at the beginning of the spring term, and if pupils taking certain specialized courses, above all induction courses for young immigrants, are also included. These immigrant induction courses were not included in the estimate, in Interim Report 1, of direct transition rates from compulsory to upper secondary school.

Only groups comprising at least 40 pupils are included in table 4:4.

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Table 4:4

Grade 9 pupils from 1978/79.

Proportion admitted to upper secondary school, autumn 1979, according to register . . of applicants and admissions, and proportion stating that they were attending upper secondary school in March 1980, by home languages/backgrounds.

	No. in grade 9, 1978/79	No. in upper sec. school, Sept. 1979, acc. reg. of applicants and admissions, of grade 9 pupils from 1978/79	Proportion of grade 9 pupils from 1978/79 dropping out of upper sec. school or completing a one-term upper sec. school course, Sept. 1979 - Mar. 1980	Proportion of grade 9 pupils from 1978/79 attending upper sec. school Mar. 1980 but not admitted Sept. 1979 acc. reg. of applicants and admissions	Proportion of grade 9 pupils from 1978/79 attending upper sec. school in Mar. 1980
Home lang. pupils, irrespective of yr of birth					
Arabic	47	66 %	4 %	17 %	79 %
Assyr./Syr. desc.	69	41 %	1 %	22 %	61 %
Danish	449	61 %	8 %	4 %	58 %
English	177	72 %	6 %	8 %	74 %
Esthonian	76	75 %	7 %	7 %	75 %
Finnish	3 660	70 %	8 %	5 %	67 %
Greek	192	68 %	4 %	4 %	68 %
Italian	128	81 %	6 %	2 %	77 %
Yug. desc.	484	81 %	6 %	6 %	81 %
Norwegian	209	74 %	4 %	7 %	77 %
Polish	93	70 %	2 %	10 %	78 %
Danish	187	44 %	4 %	29 %	70 %
Czech	48	81 %	-	4 %	85 %
Turkish	127	51 %	9 %	8 %	50 %
German	532	79 %	5 %	5 %	79 %
Hungarian	185	74 %	2 %	5 %	77 %
All home lang. pupils irresp. of yr of birth	6 955	70 %	7 %	6 %	69 %
All home lang. pupils b. 1963	6 116	73 %	7 %	6 %	71 %
Pupils with Swe. as their home lang. b. 1963	100 946	79 %	6 %	3 %	77 %

1)

The data for individual groups in figure 4:4 apply to all pupils irrespective of age. The data on the last two lines of 4:4 (like the data in table 3:6) only refer to those born in 1963. The transition rate for all home language pupils, irrespective of age, is 70 per cent, while the corresponding rate for those born in 1963 is somewhat higher, 73 per cent. (In Interim Report 1 the transition rate for all home language pupils was estimated at 69 per cent. This difference, between 70 and 69 per cent, is due to the pupils from whom answers to the questionnaire were unobtainable presumably having a lower transition rate than the respondents.)

The proportion going straight on from grade 9 of compulsory school in 1978/79 to upper secondary school in September 1979 according to the second column of table 4:4 tallies on the whole with the transition rates estimated in Interim Report 1.

Column 3 shows the proportion of all pupils in grade 9 in 1978/79 who were attending upper secondary school in September 1979 but did not give upper secondary school studies as their principal occupation in March 1980. In other words, these pupils had discontinued their upper secondary school studies or completed a one-term course during the intervening period. (The proportion completing a one-term course is fairly similar in all groups.)

The Danish-speaking and Finnish-speaking groups have a somewhat higher dropout rate for the first year of upper secondary school than the other groups specified in table 4:4.

The proportion of those from the Turkish-speaking group admitted to upper secondary school in September 1979 and remaining there in March 1980 is harder to gauge, because the proportion completing a one-term course in this group is greater than in other groups. Table 4:5 shows, however, that if we confine ourselves to lines of upper secondary school, the Turkish-speaking pupils have a higher dropout rate than other groups.

The steep rise in certain groups between September 1979 and March 1980 in the proportion of pupils attending upper secondary school is probably due above all to the induction courses for young immigrants, as mentioned above, being included in March 1980 but not in September 1979; see column 4. This applies to the Arabic-speaking, the Assyrian/Syrian and above all the Spanish-speaking group. Some of the additional Greek-, Polish- and Turkish-speaking pupils in March 1980 are presumably also taking induction courses.

The induction courses for young immigrants are designed to make it easier for pupils who, among other things, have difficulty with Swedish, to embark on an upper secondary school study route afterwards.

As regards the three groups with the lowest direct transition rates between compulsory school and upper secondary school, the picture changes quite considerably if allowance is made for

dropouts during the first year, studies commenced in the spring and pupils taking induction courses for young immigrants. Before allowance is made for these three factors, the Spanish-speaking, Assyrian/Syrian and Turkish-speaking groups have the lowest transition rates. After allowance has been made for these three factors, it is the Turkish-speaking, Danish-speaking and Assyrian/Syrian groups that have the lowest transition rates.

The proportion of students outside the upper secondary school system is roughly the same in all groups except the Assyrian/Syrian and Arabic-speaking groups where it is larger. Students outside the upper secondary school system are here taken to include those remaining in compulsory school.

4.4 Study dropouts

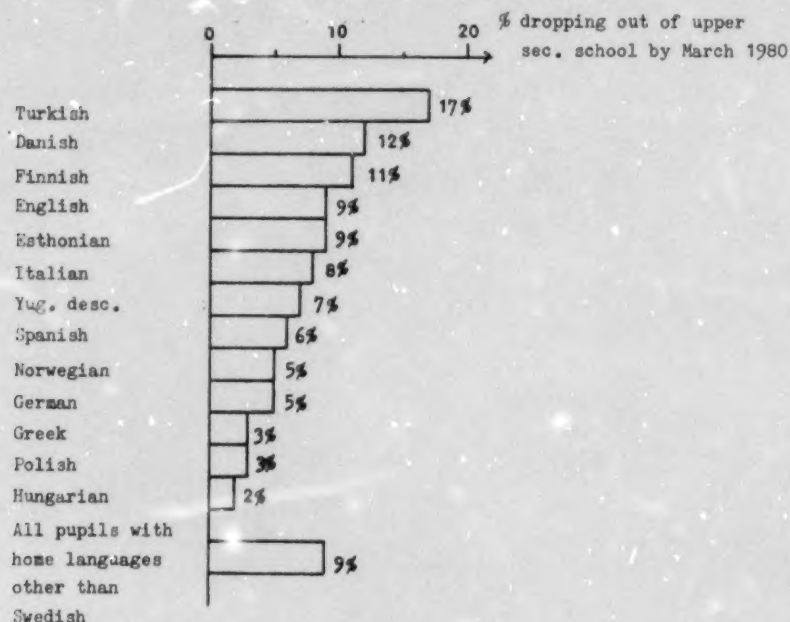
Figures 4:5 and App. 7 illustrate the dropout rate in lines of various kinds for individual groups of pupils with home languages other than Swedish. It should be noted that the proportion of study dropouts from upper secondary school in figure 4:5 and App. 7 is based on the numbers admitted to upper secondary school, while the proportion of study dropouts from upper secondary school in table 4:4 is based on the number of pupils in grade 9. Figure 4:5 and App. 7 show all home language pupils admitted to upper secondary school, irrespective of age.

It should be made clear that the study dropouts shown in figure 4:5 (and in other tables and figures) cannot be due to re-emigration. The great majority of re-emigrant pupils have not replied to the questionnaire. Those re-emigrating before mid-February 1980 did not receive a questionnaire, and no reminders have been sent to those who may have re-emigrated subsequently. Study dropout data are based on the information supplied by those who completed the questionnaire.

Figure 4:5 also shows that the proportion of study dropouts is relatively large among Turkish-speaking, Danish-speaking and Finnish-speaking pupils. These three groups contain more than 10 per cent of those who were admitted to a line of upper secondary school in September 1979 and had discontinued their upper secondary school studies by March 1980. In App. 7, if attention is made to focus particularly on three and four-year lines and on two-year vocational lines, one finds that the proportion of dropouts from these lines is relatively greater among Danish-speaking and Finnish-speaking pupils than in other groups. For example, 14 per cent of Finnish-speaking pupils dropped out of two-year vocational lines. (The Turkish-speaking group is too small for any classification by lines of study to be feasible.)

Figure 4:5

Grade 9 pupils from 1978/79 admitted, autumn 1979, to a line of upper secondary school or a specialized course lasting for at least 1 year. Proportion not remaining in upper secondary school in March 1980, by home languages/backgrounds. (See also figures in App. 7.)



5 Comparison of pupils with various Swedish proficiency ratings

5.1 General remarks on Swedish proficiency

The group of pupils with home languages other than Swedish includes pupils with the same command of Swedish as the average Swedish pupil and pupils who do not know any Swedish at all.

Swedish proficiency is intended among other things as the basis on which schools decide how much auxiliary Swedish language instruction a pupil is to be given. Pupils with a low level of proficiency in Swedish can also be given study guidance in various subjects in their home language if they so desire and if the necessary arrangements can be made by the school concerned.

Every pupil with a home language other than Swedish is given a Swedish proficiency rating in connection with the collection of the SCB annual statistics. This rating employs a six-point scale (A-F), and among other things it can be used when deciding how much support a pupil is to be given. The assessment must if possible be based on consultation between the form master/mistress and a teacher providing auxiliary Swedish lessons. The proficiency rating procedure is explained at greater length in section 1.1.

Swedish proficiency ratings are mostly based on assessments, and not, for example, on tests or suchlike procedures which might furnish a more objective indication. Consequently these ratings are somewhat uncertain, and it is possible, for example, for a single pupil to be differently rated by two teachers or for a teacher to be misled in this assessment of the vocabulary etc. of a home language pupil who appears to speak good Swedish.

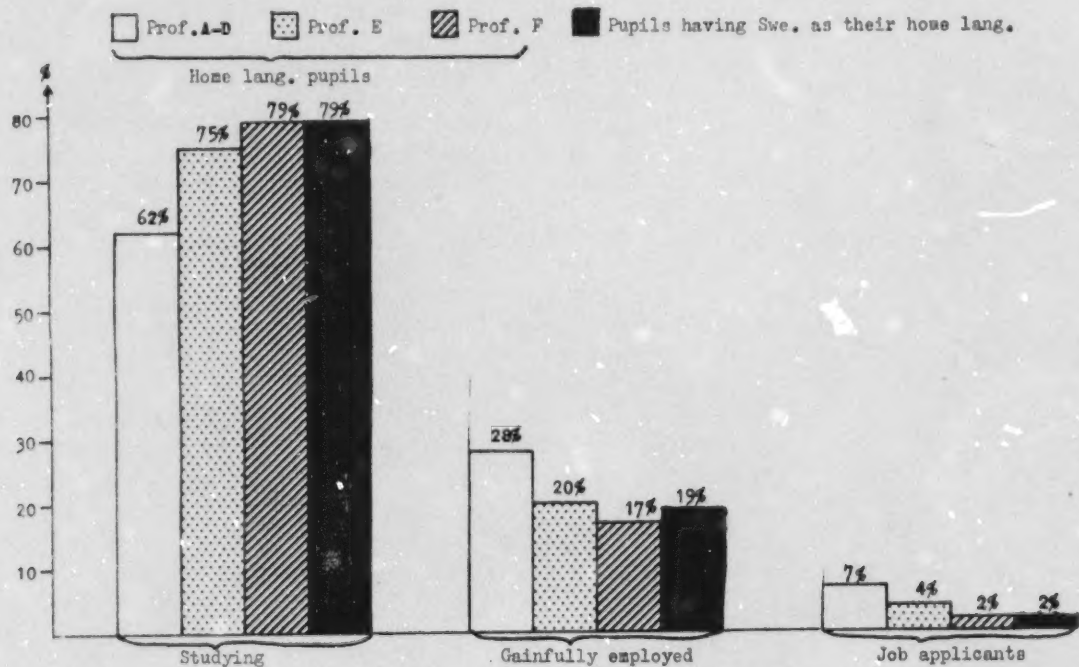
As mentioned earlier, in order to reduce the element of uncertainty involved by Swedish proficiency ratings, rapporteurs are requested to have assessments made by two teachers if possible. It is partly on account of the uncertainty of the material that pupils with proficiency ratings A-D have been grouped together in this report.

5.2 Principal occupations in March 1980

Table 3:1 showed the principal occupations in March 1980 of all home language pupils in grade 9 in 1979. Figure 5:1 and App. 8 contain the same data for home language pupils with various Swedish proficiency ratings. Pupils still attending compulsory school have been omitted and, consequently, are also excluded from students. On the other hand, persons studying full time outside the upper secondary school system have been included as students.

Home language pupils with the same command of Swedish as the average Swedish pupil (= proficiency rating F) include roughly the same proportion of students one year after compulsory school as pupils having Swedish as their home language. Home language pupils speaking Swedish like the average Swedish pupil but having difficulties with written Swedish (= proficiency rating E) include a slightly smaller proportion of students, while home language pupils with major or minor difficulties in speaking Swedish (= proficiency ratings A-D) include a much smaller proportion of students than home language pupils with Swedish proficiency rating F and pupils having Swedish as their home language.

Figure 5:1
Grade 9 pupils from 1978/79⁽¹⁾. Proportions variously occupied in March 1980, by Swedish proficiency.



1) Only those born in 1963.

The reverse applies concerning the proportion respectively gainfully employed and applying for work one year after compulsory school. The proportion of home language pupils with proficiency ratings A-D thus principally occupied greatly exceeds the corresponding proportion in other groups.

One out of every five home language non-students with a Swedish proficiency rating of A-D is a job applicant one year after compulsory school, as against one out of every ten home language non-students with Swedish proficiency rating F and one out of every ten pupils having Swedish as their home language.

5.3 Non-students after compulsory school

As shown in table 5:1, home language pupils whose Swedish is not very good tend more than other groups to be gainfully employed. Table 5:2 has been compiled to see whether there are any occupational differences between non-student groups one year after compulsory school. The data in this table are based on the pupils' replies to question 11 of the questionnaire; see App. 1. The occupations specified by the pupils have been encoded to two digits as per the Nordic vocational classification system (NYK). Occupations have been grouped together as shown in the first column of table 5:2. App. 2 explains in more detail which NYK occupations are included in the various groups.

It is evident from table 5:2 that none of the women with Swedish proficiency ratings A-D are employed in the health and medical sector or in teaching. The corresponding proportion in other groups of women is about 10 per cent. In the clerical and retail trade sector too, the proportion of women with Swedish proficiency ratings A-D is smaller than in other groups of women.

Table 5:2

Pupils primarily gainfully employed in March 1980, among grade 9 pupils from 1978/79⁽¹⁾. By sex and type of occupation among pupils with various Swedish proficiency ratings.

		Men				Women			
		Home lang's other than Swe. Swe. prof.			Swedish home lang.	Home lang's other than Swe. Swe. prof.			Swedish home lang.
		A-D	E	F		A-D	E	F	
Health and medical services, teaching	Σ	-	-	1	0	-	10	10	13
Clerical work, retail trade	Σ	3	3	4	8	9	16	20	21
Domestic work, waiting, cleaning	Σ	19	5	11	7	46	39	37	35
Manufacturing industry etc.	Σ	44	50	44	43	28	22	21	18
Engineering etc.	Σ	18	15	21	25	6	4	5	3
Drivers, messengers etc.	Σ	3	9	5	5	-	4	1	2
Other employment	Σ	4	3	4	3	2	1	1	2
Unspecified employment	Σ	9	15	11	9	8	4	5	6
Total	Σ	100	100	100	100	100	100	100	100
No.		147	131	304	10 784	85	93	422	8 344

(1) Only those born in 1963.

The proportion of gainfully employed youngsters in domestic work, waiting and cleaning one year after compulsory school, as regards both men and women, is larger in the group with Swedish proficiency ratings A-D than in other groups specified in table 5:2, but it should be observed that quite a large proportion of women in all groups are employed in domestic work, waiting and cleaning.

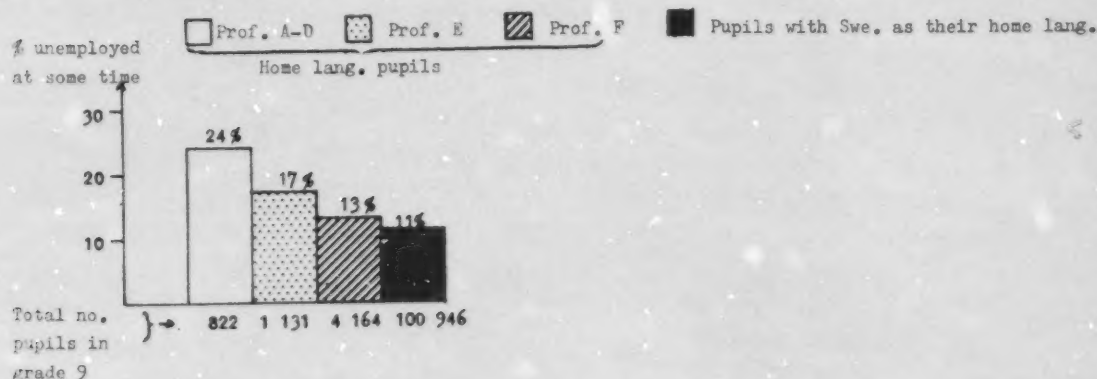
In all groups of men, regardless of Swedish proficiency, between 40 and 50 per cent of those primarily gainfully employed one year after compulsory school are occupied in manufacturing industry outside the engineering sector.

In the questionnaire the pupils were asked whether they had been unemployed at any time since leaving compulsory school; see App. 1, question 6. The calculation procedure behind the figures in fig. 5:3 is explained with reference to table 3:2. It should be noted that most of the respondents who had been unemployed at some time between June 1979 and March 1980 were gainfully employed or studying in March 1980.

Roughly equal proportions of home language pupils with Swedish proficiency rating F and pupils having Swedish as their home language were unemployed at some time after leaving compulsory school. A somewhat larger proportion of pupils with a Swedish proficiency rating of E and a much larger proportion of pupils with proficiency ratings A-D were unemployed at some time or other after leaving compulsory school.

There is no covariance between the duration of unemployment and Swedish proficiency.

Figure 5:3
Grade 9 pupils from 1978/79⁽¹⁾. Proportion unemployed at some time after compulsory school to end March 1980, by Swedish proficiency ratings.



1) Only those born in 1963.

Table 5:1 shows that quite a large number of home language pupils are non-students one year after compulsory school. Table 5:4 shows the numbers of home language pupils stating certain reasons for not attending upper secondary school; see App. 1, question 16.

The majority give preference for work as their main reason for not attending upper secondary school. This applies equally to all groups of home language pupils with various Swedish proficiency ratings.

Table 5:4

Grade 9 pupils⁽¹⁾ from 1978/79 not attending upper secondary school in March 1980. Proportion giving various reasons for not studying at upper secondary school, by Swedish proficiency.

Swedish proficiency (Home lang. pupils)	No. in grade 9	Whereof proportions giving following reasons for not attending upper sec. school ⁽²⁾					
		Prefer working (%)	Not ac- cepted for study route of first preference (%)	Accepted for study route of first pref- erence but changed my mind (%)	Started upper secondary school but left (%)	Have com- pleted a short- term course (%)	Want to study, but family can't afford it (%)
A-D	366	67	27	18	13	4	9
E	332	68	27	20	20	3	2
F	1 052	63	20	24	28	4	1

1) Only those born in 1963

2) N.B. The pupils were allowed to give more than one reason

Home language pupils with a poor command of Swedish (A-D) who are not attending upper secondary school contain a smaller proportion of dropouts than other groups not attending upper secondary school.

The pupils with Swedish proficiency ratings A-D are the only group extensively giving economic reasons for not attending upper secondary school.

In questions 9 and 10 of the questionnaire (see App. 1), the non-students were asked among other things about their plans for the autumn of 1980.

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Table 5:5 shows that there is no great difference between groups of home language non-students, classified by Swedish proficiency, as regards plans for autumn 1980 and the reasons for these plans.

Table 5:5

Non students, March 1980, among grade 9 pupils from 1978/79⁽¹⁾. Plans for autumn 1980, by Swedish proficiency.

Swedish proficiency	No. March 1980	Plan to study in aut. term 1980 because (2)			Plan to work in aut. term 1980 because (2)			
		it will improve my employment prospects	can't find a suitable job	education required for intended occupation	I have/can get an interesting job	I want a year off studies	I need job experience/vocational credits for my intended studies	Want to study but can't afford to
		%	%	%	%	%	%	%
A - D	312	18	9	14	57	23	16	10
E	286	17	8	12	58	25	17	3
F	868	21	8	18	52	23	15	3
Pupils with Swe. as their home lang.	21 544	19	6	16	58	19	18	3

(1) Only pupils born in 1963

(2) N.B. The pupils were allowed to give more than one reason.

5.4 Study frequency one year after compulsory school

Table 5:6 shows how the picture of direct transition from compulsory to upper secondary school changes, in relation to the beginning of the autumn term, if we consider the situation in March 1980, i.e. almost one year after the completion of compulsory schooling. This table has been made to include participants in certain specialized courses, above all induction courses for young immigrants, who are not included in the register of applicants and admissions and are thus also excluded from column 2 in table 5:6.

The transition rate to upper secondary school in the autumn of 1979 according to table 5:6 is somewhat higher than that shown in Interim Report 1. This is partly because table 5:6 refers solely to pupils born in 1963 (older pupils have a lower transition rate) and because, as mentioned earlier, pupils not replying to the questionnaire presumably have a lower transition rate.

Presumably the large proportion of home language pupils with Swedish proficiency ratings A-D who were not admitted to upper secondary school in September 1979 but were attending upper

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secondary school in March 1980 (see table 5:6, column 4) mainly comprises pupils taking induction courses for young immigrants. These courses are designed to make it easier for newly immigrated pupils who have difficulty with the Swedish language to embark on an upper secondary school study route afterwards.

There is still a great difference, however, in the transition rates of pupils with proficiency ratings A-D and other pupils, even if the immigrant induction courses are taken into account.

The proportion of students outside the upper secondary school system is roughly the same in all the various Swedish proficiency groups (4-6 %). (Table 5:6 does not include compulsory school pupils.)

Table 5:6

Grade 9 pupils from 1978/79⁽¹⁾. Proportion admitted to upper secondary school, autumn 1979, according to register of applicants and admissions, and proportion reporting that they were attending upper secondary school in March 1980, by Swedish proficiency.

	No. in grade 9, 1978/79	Proportion of grade 9 pupils from 1978/79 in upper sec. school Sept. 1979 acc. reg. of applicants and admissions	Proportion of grade 9 pupils from 1978/79 discontinuing upper sec. schooling or completing a one-term upper secondary course, Sept. 1979-March 1980	Proportion of grade 9 pupils from 1978/79 attending upper sec. school Mar. 1980 but not admitted Sept. 1979 acc. reg. of applicants and admission	Proportion of grade 9 pupils from 1978/79 in upper secondary school in Mar. 1980
<u>Home lang. pupils</u>					
Prof. A-D	822	50 %	6 %	12 %	56 %
" E	1 131	74 %	8 %	4 %	71 %
" F	4 164	77 %	7 %	5 %	75 %
Pupils having Swe. as their home lang.	100 946	79 %	6 %	3 %	77 %

(1) Only those born in 1963

5.5 Study dropouts

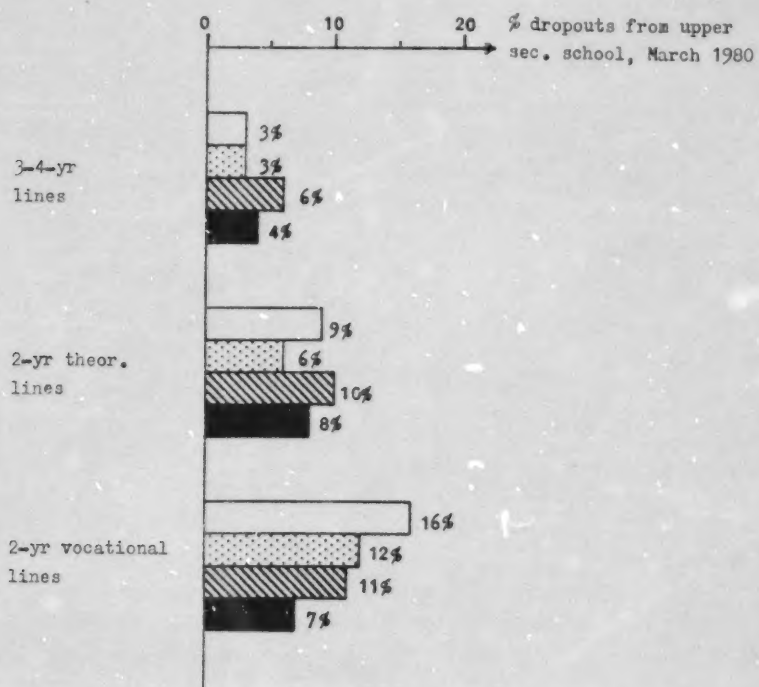
Figure 5:7 and App. 9 show the proportion of pupils admitted to various types of line who discontinued their studies between September 1979 and March 1980. Taking all lines together, the proportion of dropouts is larger among home language pupils with proficiency ratings A-D than among other pupils. The dropout rate for home language pupils with Swedish proficiency ratings A-D is twice that of pupils having Swedish as their home language.

The dropout rate among pupils with proficiency ratings A-D in three and four-year lines and in two-year theoretical lines does not differ very much from that of other pupils, but in two-year vocational lines, home language pupils with proficiency ratings A-D have a higher dropout rate than other home language pupils and a much higher dropout rate than pupils whose home language is Swedish. The high dropout rate in two-year vocational lines among pupils with proficiency ratings E-F is a consequence of the high dropout rate in these lines among Finnish-speaking pupils with proficiency ratings E-F.

Figure 5:7

(1) Pupils admitted to a line of upper secondary school, autumn 1979 (from those with home languages other than Swedish in grade 9, 1978/79). Proportion not remaining in upper secondary school in March 1980, by Swedish proficiency. (See also figures in App. 9.)

□ Prof. A-D ▤ Prof. E ▨ Prof. F ■ Pupils with Swe. as their home lang.



1) Only those born in 1963.

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The main findings in section 5 can be summarized as follows

- Home language pupils not speaking Swedish as well as the average Swedish pupil tend more often than other home language pupils to be unemployed one year after compulsory school.
- The proportion discontinuing their studies during the first year of two-year vocational lines is greater among home language pupils with an inferior command of Swedish than among other home language pupils.
- Home language pupils having the same command of Swedish as the average Swedish pupil (= two-thirds of all home language pupils) do not differ appreciably from pupils having Swedish as their home language regarding most of the characteristics described in this report, except possibly as regards the proportion of study dropouts. It is mainly the Finnish-speaking pupils that discontinue their studies.

6 Male and female pupils compared

6.1 Principal occupation in March 1980

Table 6:1 shows the principal occupations in March 1980 of male and female grade 9 pupils respectively from 1978/79. It should be noted that the students have been taken to include full-time students outside the upper secondary school system (though not compulsory school pupils.) See also the commentary on table 3:1.

The number of students one year after compulsory school does not differ as between male home language pupils and male pupils having Swedish as their home language. On the other hand, the proportion of students among female home language pupils is smaller than the corresponding proportion of female students with Swedish as their home language. See also the commentary on table 6:6.

Table 6:1

Grade 9 pupils from 1978/79
Proportions variously occupied in March 1980, by sex.

	Students	Employed full time	Job appli- cants	Employed in own household /caring for own children	Other occu- pa- tions	No re- ply	Total	
							%	No.
<u>Men</u>								
Home lang's other than Swe.	77 %	20 %	2 %	0 %	1 %	0 %	100 %	2 949
Home lang. Swe.	77 %	21 %	1 %	0 %	0 %	-	100 %	51 359
<u>Women</u>								
Home lang's other than Swe.	75 %	19 %	4 %	1 %	1 %	-	100 %	3 167
Home lang. Swe.	80 %	17 %	2 %	0 %	1 %	-	100 %	49 586

(1) Only those born in 1963

Women tend more often than men to be job applicants one year after compulsory school. This applies both to home language and Swedish-speaking pupils, though job applicants are slightly more in evidence among the former.

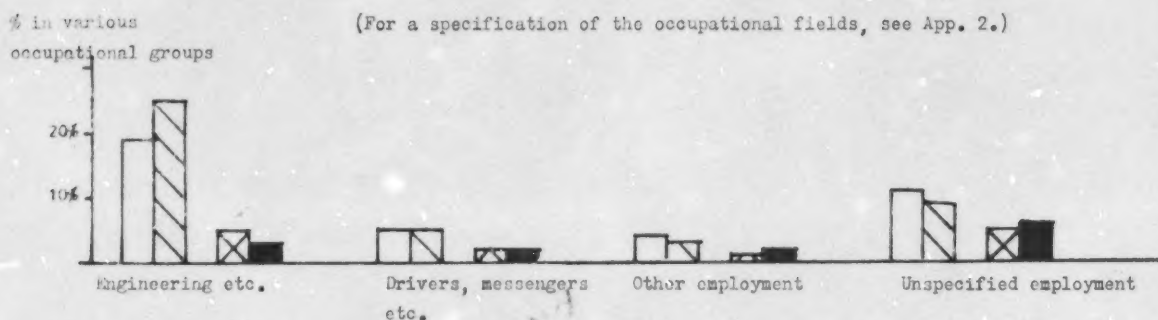
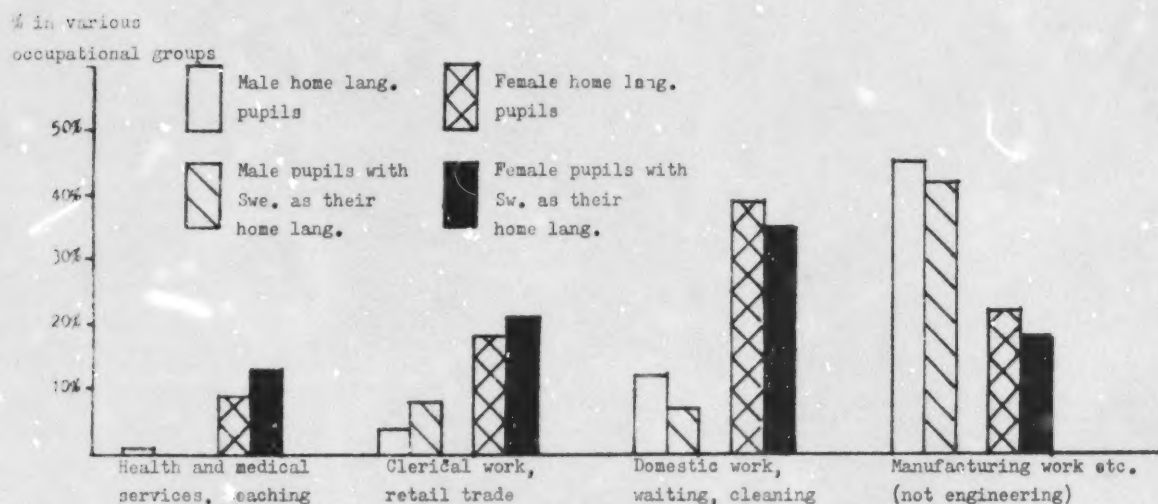
The proportion of job applicants in table 6:1 is based on all pupils leaving grade 9 in 1979 (i.e. students + non-students). 17 per cent of the non-student female home language pupils are job applicants, as against 11 per cent of the non-student male home language pupils, 10 per cent of the female pupils having Swedish as their home language and 6 per cent of the male pupils having Swedish as their home language.

6.2 Non-students after compulsory school

Figure 6:2 and App. 10 illustrate the occupational differences between home language pupils and Swedish-speaking pupils (men and women respectively), as regards those who were primarily gainfully employed between 17th and 23rd March 1980; see question 11, App. 1. The occupations included in the various occupational groups in table 6:2 are enumerated in detail in App. 2.

Figure 6:2

(1)
Grade 9 pupils from 1978/79 primarily gainfully employed in March 1980, by sex and type of occupation; home language pupils and pupils having Swedish as their home language.
(See also figures in App. 10.)



1) Only those born in 1963.

Female home language pupils and female Swedish-speaking pupils have the same occupational breakdown. In both cases, the majority of women gainfully employed one year after compulsory school are employed in domestic work, waiting and cleaning.

The occupational breakdown for home language pupils and Swedish-speaking pupils is also fairly uniform where men are concerned, though a somewhat larger proportion of male home language pupils are employed in domestic work, waiting and cleaning, while engineering etc. has a slightly larger proportion of pupils with Swedish as their home language.

Table 5:2 gives a more detailed occupational breakdown for home language pupils by Swedish proficiency and sex.

Table 6:3 shows the numbers of men and women respectively who were unemployed at some time between completion of their compulsory schooling and the end of March 1980; see App. 1, question 6. The procedure underlying this compilation of this table is explained in detail in the commentary on table 3:2.

A larger proportion of women than men have been unemployed at some time since they left compulsory school. This applies both to home language pupils and to pupils having Swedish as their home language. There is no difference between the sexes regarding the average duration of unemployment, but the proportion unemployed for at least four months is larger among women; this applies both to home language pupils and to pupils having Swedish as their home language.

Table 6:3

Grade 9 pupils from 1978/79⁽¹⁾.

Proportion unemployed at some time to end March 1980, by sex.

	No. in grade 9	Whereof proportion who have been unemployed	No. months' unemployment per unemployed	Proportion of grade 9 pupils unemployed for 4 months or more
<u>Men</u>				
Home lang's other than Swe.	2 949	14 %	4	4 %
Home lang. Swe.	51 359	9 %	3	2 %
<u>Women</u>				
Home lang's other than Swe.	3 167	17 %	4	5 %
Home lang. Swe.	49 586	13 %	3	4 %

(1) Only those born in 1963.

Table 6:4 shows the reasons given by men and women respectively for not attending upper secondary school; see question 16, App. 1.

A majority of both men and women in the two groups (i.e. home language pupils and Swedish-speaking pupils) give preference for work as their reason for not attending upper secondary school. The number of home language pupils giving this reason is slightly smaller, which tallies with the larger proportion of home language pupils studying outside the upper secondary school system.

A larger proportion of female than male pupils in both groups have completed a short-term upper secondary school course.

Table 6:4

Grade 9 pupils from 1978/79⁽¹⁾ not attending upper secondary school in March 1980. Proportion giving various reasons for not attending upper secondary school, by sex.

	No. in grade 9	Whereof proportions giving following reasons for attending upper secondary school (2)					
		Prefer working (Z)	Not admitted to study route of first preference (Z)	Admitted to study route of first preference but changed mind (Z)	Started upper secondary school but left (Z)	Have completed a short-term course (Z)	Would like to study, but family can't afford it (Z)
<u>Men</u>							
Home lang's other than Swe.	818	65	25	21	21	3	5
Home lang. Swe.	12 746	73	23	27	19	3	2
<u>Women</u>							
Home lang's other than Swe.	931	67	22	24	24	5	3
Home lang. Swe.	10 966	72	28	30	27	7	3

(1) Only those born in 1963.

(2) N.B. The pupils were allowed to give more than one reason.

Table 6:1 showed that quite a large number of pupils were not studying in March 1980. Perhaps these pupils plan to resume their studies after an intermission. To investigate this point, the pupils were asked concerning their plans for the autumn of 1980; see questions 9 and 10, App. 1.

There is no great difference between male home language pupils and male Swedish-speaking pupils regarding plans for the autumn of 1980, nor is there any great difference in this respect between female home language pupils and female Swedish-speaking pupils.

In both groups, the women tend rather more than the men to intend resuming their studies, while the men say more often that they intend working because they can obtain or already have interesting jobs.

Female home language pupils apparently tend less often than female Swedish-speaking pupils to work in order to acquire job experience/vocational merits for further studies; see column 6, table 6:5.

Table 6:5

Non-students, March 1980, among grade 9 pupils from 1978/79⁽¹⁾.
Plans for autumn 1980, by sex.

	No. in March 1980	Plan to study in aut. term 1980 because: (2)			Plan to work in aut. term 1980 because: (2)			
		it will improve my employment prospect %	I can't get a suitable job	education required for intended occupation %	I have/can get an interesting job %	I want a year off studies	I need job experience/vocation- al credits for my studies %	I would like to study but can't afford to %
Men								
Home lang's other than Swe.	684	18	8	13	63	21	15	5
Home lang. Swe.	11 590	18	6	13	68	15	13	2
Women								
Home lang's other than Swe.	761	21	9	18	47	26	16	4
Home lang. Swe.	9 954	20	6	19	47	24	24	3

(1) Only those born in 1963.

(2) N.B. The pupils were allowed to give more than one reason.

6.3 Study frequency one year after compulsory school, study dropouts

The proportion of home language pupils - both male and female - discontinuing studies in a line of upper secondary school during their first year is larger than the corresponding proportion of pupils with Swedish as their home language; see table 6:6 and commentary on table 3:7.

Most dropouts among male home language pupils occur in the Workshop and Building and Construction Lines, while female home language pupils mainly drop out of the Two-Year Social Line, the Two-Year Economics Line, the Consumer Line and the Distribution and Clerical Line.

According to the questionnaire, the proportion of upper secondary students in March 1980 among compulsory school leavers from 1979 is roughly the same as the proportion of upper secondary school students in September 1979 according to the register of applicants and admissions as regards male and female home language pupils and female pupils having Swedish as their home language. Thus in these groups the number of dropouts is "offset" by certain pupils commencing their studies in the spring and by certain pupils excluded from the register of applicants and admissions being included in the figures for March 1980 (particularly students taking induction courses for young immigrants). Male pupils having Swedish as their home language are one group in which the proportion attending upper secondary school is lower in March 1980 than in September 1979.

Table 6:6

Grade 9 pupils from 1978/79⁽¹⁾ admitted to a line of upper secondary school in the autumn of 1979. Proportion not remaining in upper secondary school in March 1980, by sex.

	Men				Women			
	Home lang. pupils		Pupils w. Swe. as their home lang.		Home lang. pupils		Pupils w. Swe. as their home lang.	
	Admitted to upper sec. school aut. term 1979	Whereof not in upper sec. school Mar. 1980	Admitted to upper sec. school aut. term 1979	Whereof not in upper sec. school Mar. 1980	Admitted to upper sec. school aut. term 1979	Whereof not in upper sec. school Mar. 1980	Admitted to upper sec. school aut. term 1979	Whereof not in upper sec. school Mar. 1980
Total 3-4-yr lines	732	4 %	16 209	3 %	843	3 %	14 632	4 %
Total 2-yr theor. lines	240	7 %	5 306	10 %	456	10 %	8 512	7 %
Total 2-yr vocational lines	103	11 %	17 407	5 %	791	12 %	13 261	10 %
All lines	2 074	8 %	38 922	5 %	2 089	9 %	36 404	7 %

(1) Only those born in 1963

Thus in March 1980 the difference in the proportion of home language pupils and Swedish-speaking pupils respectively admitted to upper secondary school is quite considerable where women are concerned but relatively small in the case of men. If students outside the upper secondary school system are also included, the study frequency for male pupils one year after compulsory school is roughly the same among home language pupils as among pupils having Swedish as their home language; see table 6:1.

The proportion of students - both male and female - outside the upper secondary school system is larger among home language pupils than among others. Where all groups are concerned, labour market training constitutes the commonest form of education outside the upper secondary school system. Among pupils having Swedish as their home language, the proportion of women undergoing labour market training is much larger than the proportion of men doing so. No such difference exists where home language pupils are concerned.

The main findings in section 6 can be summarized as follows

- Female home language pupils tend more often than both male home language pupils and female pupils with Swedish as their home language to be unemployed during their first year after leaving compulsory school.
- If students outside the upper secondary school system and participants in induction courses for young immigrants are included, the proportion of home language pupils studying one year after compulsory school is roughly the same as the corresponding proportion of male pupils having Swedish as their home language.
- Female home language pupils tend less commonly than female pupils with Swedish as their home language to be studying one year after compulsory school.

7 Comparison of male and female pupils with various home languages/backgrounds

7.1 Principal occupation in March 1980

Tables 7:1 and 7:2 illustrate the activities of men and women with various home languages/backgrounds one year after compulsory school. Only groups with at least 40 men and women respectively have been included in these tables. Data refer to all pupils, including those born before 1963.

There are two groups with less than 60 per cent students, namely Danish-speaking men and Turkish-speaking men.

Almost 20 per cent of non-students among the Finnish women are job applicants.

Table 7:1

Grade 9 pupils from 1978/79 with home languages other than Swedish.
Proportions variously occupied in March 1980, by men with various home languages/
backgrounds.

Home language/ background	Studying %	Gainfully employed %	Job appli- cants %	Other occu- pations %	No reply %	Total	
						%	No.
Danish	59	37	3	1	-	100	210
English	85	13	2	-	-	100	95
Finnish	73	23	3	1	0	100	1 801
Greek	79	18	2	-	-	100	94
Italian	62	13	1	1	-	100	67
Yug. desc.	85	12	1	2	-	100	229
Norwegian	80	16	1	4	-	100	111
Polish	81	19	-	-	-	100	43
Spanish	75	21	4	-	-	100	91
Turkish	53	42	5	-	-	100	83
German	88	10	1	-	-	100	241
Hungarian	76	22	-	-	-	100	85
All pupils with home lang's other than Swe.	76	21	3	1	0	100	3 424

Table 7:2

Grade 9 pupils from 1978/79 with home languages other than Swedish.
Proportions variously occupied in March 1980, by women with various home
languages/backgrounds.

Home language/ background	Studying %	Gainfully employed %	Job appli- cants %	Other occu- pations %	No reply %	Total	
						%	No.
Danish	69	26	3	2	-	100	239
English	83	16	-	1	-	100	82
Finnish	70	22	6	2	-	100	1 859
Greek	74	26	1	-	-	100	98
Italian	87	13	-	-	-	100	61
Yug. desc.	88	7	2	2	-	100	255
Norwegian	89	10	1	1	-	100	97
Polish	84	12	4	-	-	100	50
Spanish	78	14	6	2	-	100	96
Turkish	63	33	-	4	-	100	46
German	84	14	2	0	-	100	291
Hungarian	85	13	1	1	-	100	100
All pupils with home lang's other than Swe.	75	19	4	2	-	100	3 531

7.2 Non-students after compulsory school (inc. study dropouts)

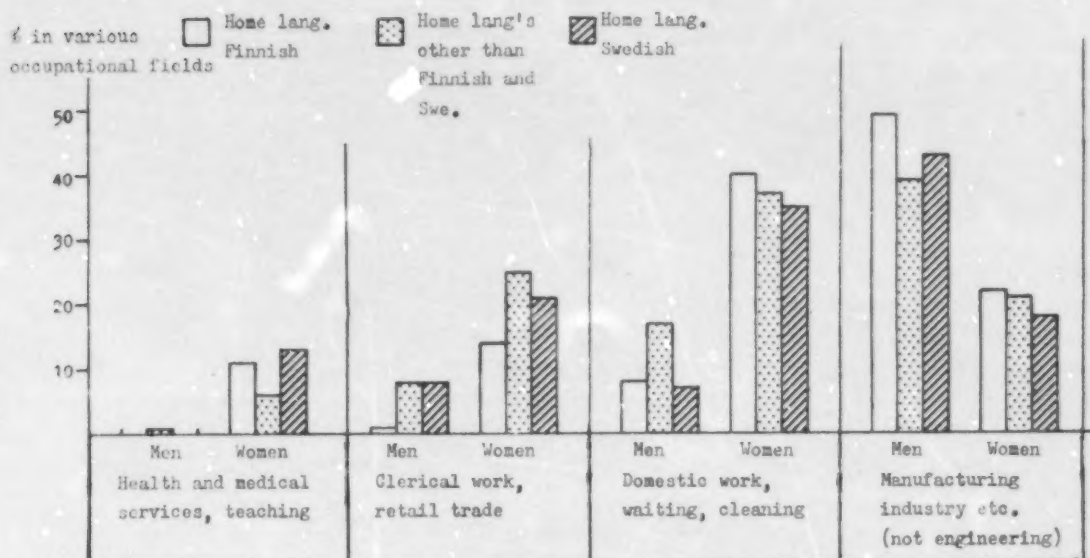
The data in figure 7:3 and App. 11 concerning the vocational activities in March 1980 of those who are primarily gainfully employed are based on the pupils' replies to question 11 in the questionnaire; see App. 1. The grouping of the various occupations is explained in App. 2.

One year after compulsory school, both Finnish-speaking men and Finnish-speaking women tend less than others to be employed in the clerical and retail trade sector.

Male home language pupils with home languages other than Finnish tend more often than other men to be employed in the domestic work, waiting and cleaning sector. Male Finnish-speaking pupils tend more often than other men to be employed in manufacturing industry etc. (not engineering) one year after compulsory school.

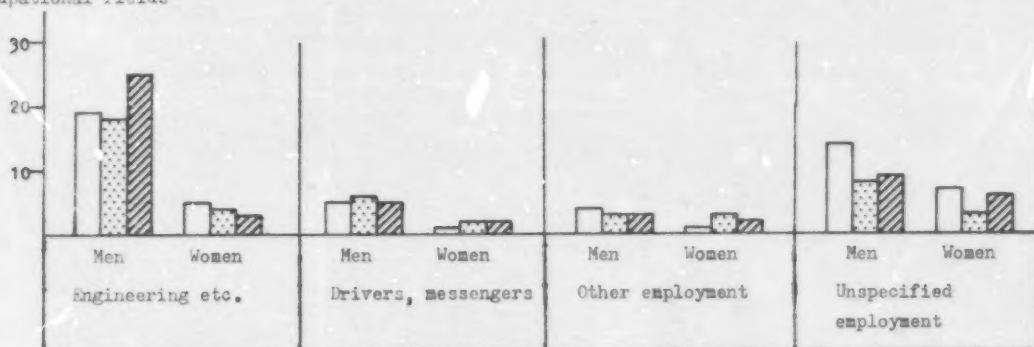
Figure 7:3

Grade 9 pupils from 1978/79⁽¹⁾ primarily gainfully employed in March 1980, Finnish-speaking pupils and other home language pupils, by sex and type of occupation.
(See also figures in App. 11.)



% in various occupational fields

(For a specification of the occupational fields, see App. 2.)



1) Only those born in 1963.

Table 7:4 shows the proportions of men and women in various language groups admitted in the autumn of 1979 to lines of upper secondary school or specialized courses of at least one year's duration but not remaining in upper secondary school in March 1980. This table includes all grade 9 home language pupils from 1978/79, irrespective of age.

As can be seen, nearly a quarter of all male Turkish-speaking students discontinued their studies in the above mentioned study routes during the first year.

Table 7:4

Grade 9 pupils from 1978/79 admitted, autumn 1979, to a line of upper secondary school or a specialized course lasting at least one year.
Proportion not remaining in upper secondary school in March 1980, by men and women with various home languages.

	Men		Women	
	Admitted to upper sec. school aut. 1979	Whereof not in upper sec. school Mar. 1980	Admitted to upper sec. school aut. 1979	Whereof not in upper sec. school Mar. 1980
Danish	126	13 %	148	11 %
English	69	9 %	58	9 %
Finnish	1 276	10 %	1 299	12 %
Greek	67	4 %	60	2 %
Italian	53	4 %	51	12 %
Yug. desc.	185	8 %	203	6 %
Norwegian	87	9 %	68	-
Spanish	..		44	9 %
Turkish	43	23 %	..	
German	200	3 %	212	7 %
Hungarian	59	3 %	75	1 %
All with home lang's other than Swe.	2 411	9 %	2 423	10 %

.... indicates less than 40 pupils.

The main findings in section 7 can be summarized as follows

- Study frequencies one year after compulsory school are much lower among Danish-speaking and Turkish-speaking men than in other groups of home language pupils, even if allowance is made for induction courses for young immigrants and for studies outside the upper secondary school system.

The data supplied in this form are protected
under Section 16 of the Secrecy Act

QUESTIONNAIRE - COMPULSORY SCHOOL FOLLOW-UP

Please return this form in the enclosed
prepaid envelope to

The Central bureau of Statistics (SCE)
Educational and Cultural Statistics Unit

A To be completed by all respondents
(Answers to be given by the person to whom the form was sent)

1 When did you conclude your compulsory
schooling or its counterpart?

• Put a cross

- ☐ 1 In grade 9 at the end of the spring term 1979
- ☐ 2 In grade 9 at the end of the spring term 1978
- ☐ 3 In grade 9 before the end of the spring term, during the 1978/79 school year
- ☐ 4 After the spring term in grade 8 or earlier
- ☐ 5 I am still attending compulsory school
- ☐ 6 I am still attending or have previously attended a special or remedial school

2 Did you at any time during your
final year of compulsory school
have an adjusted/modified course
of studies, with certain subjects
replaced by others or with part
of your school hours spent at a
workplace?

• Ordinary PRYO (practical
vocational orientation) is not
to be counted.

Put a cross

- ☐ 1 No, I did not have an adjusted/modified course of studies
- ☐ 2 Yes, I exchanged some subjects for others
- ☐ 3 Yes, some of my schooling took place at a workplace

A (cont.)

3 Which English and mathematics courses did you take during your final year of compulsory schooling?

- Put one cross for English and another for mathematics

- | | | | |
|----------------------------|---|----------------------------|---|
| ☐ 1 | English special course | ☐ 4 | Mathematics special course |
| ☐ 2 | English general course | ☐ 5 | Mathematics general course |
| ☐ 3 | I did not take English in my final year | ☐ 6 | I did not take mathematics in my final year |

4 Which optional subject did you take in your final year of compulsory school?

- Put a cross

- | | |
|----------------------------|----------------------------------|
| ☐ 1 | French |
| ☐ 2 | German |
| ☐ 3 | Economics |
| ☐ 4 | Art |
| ☐ 5 | Technology |
| ☐ 6 | None of these subjects; why not? |

Additional remarks

5 What was your principal occupation during the week between 17th and 23rd March 1980?

- Put a cross - one only - by the most appropriate alternative

- | | |
|----------------------------|---|
| ☐ 1 | Studying (vocational practice included in training counts as studying) |
| ☐ 2 | Gainfully employed (paid work) (including work in a family business or family farm) |
| ☐ 3 | Gainfully employed, but temporarily absent (e.g. ill or on holiday) |

A (cont.)

- ☐ 4 Applying for work (i.e. applying for work or awaiting a reply, for example, from an employer to whom an application had been made)
- ☐ 5 Working in my own household/looking after my own children
- ☐ 6 Other occupation (please specify) _____

6 Have you been unemployed since you left compulsory school?

• Put a cross

- ☐ 1 Yes, for a total of _____ months
- ☐ 2 No

7 Which of the following types of income have you had since you left compulsory school?

• Put a cross where appropriate

- ☐ 1 Student grant, study assistance
- ☐ 1 Financial support from parents
- ☐ 1 Earned income
- ☐ 1 Training grant from the National Labour Market Board
- ☐ 1 Cash labour market assistance for unemployment
- ☐ 1 Social assistance
- ☐ 1 Other income (please specify) _____

8 What are your plans for the autumn of 1980?

• Put crosses by the appropriate alternatives (If, for example, you intend both studying and working, put a cross by both these alternatives)

- ☐ 1 Studies (vocational practice included in training counts as studies) → Go on to question 9
- ☐ 2 Gainful employment → Go on to question 10
- ☐ 3 Other occupation (please specify) _____

A (cont.)

9 If you intend studying in the autumn term 1980

- Indicate whether each alternative is "right" or "wrong" in your case

Right

Wrong

I think it will improve my employment prospects ☐ 1 ☐ 2

I can't find a suitable job, so I may as well study ☐ 1 ☐ 2

I need the training I have planned for the job I want (Please specify the type of job) ☐ 1 ☐ 2

I know more about the grants obtainable for studies ☐ 1 ☐ 2

Other reason(s), please specify ↓ ☐ 1

10 If you intend working in the autumn term 1980

- Indicate whether each alternative is "right" or "wrong" in your case

Right

Wrong

I have/can get a job that interests me ☐ 1 ☐ 2

I want a year off from studies (I am tired of school) ☐ 1 ☐ 2

I need vocational practice/job experience credits to continue my studies ☐ 1 ☐ 2

I would prefer to study, but the family can't afford it ☐ 1 ☐ 2

Other reason(s), please specify ↓ ☐ 1

B To be completed by those who had some form of GAINFUL EMPLOYMENT during the week between 17th and 23rd March 1980
(Disregard temporary absence, e.g. illness or leave)

11 What sort of work were you doing 17th-23rd March 1980?

Job and duties

- Describe your job and duties as accurately and exhaustively as possible. (E.g. supermarket cashier, welder, office boy, nursing assistant)

.....
.....
.....
.....

B (cont.)

12 On what basis were you employed
17th-23rd March 1980?

- Put a cross

- ☐ 1 Regular employment
Casual employment (e.g. vocational
practice, temporary position,
probationer, relief work), please
specify:
.....

13a Working hours for the week between
17th and 23rd March 1980

- Put a cross by the appropriate
alternative

- ☐ 1 Full time, 35 hours or more per week
☐ 2 Between 20 and 34 hours
☐ 3 Less than 20 hours per week;
state number of hours: ... hours

13b Disposition of working hours for
the week between 17th and 23rd March
1980

- Put crosses beside all
appropriate alternatives

- ☐ 1 Monday - Friday (daytime)
☐ 2 Monday - Friday (evenings)
☐ 3 Weekends (daytime)
☐ 4 Weekends (evenings)

C To be completed by those who were STUDYING in any way during the week between
17th and 23rd March 1980

(Evening classes or correspondence courses and vocational practice included in
training are to be included)

(Disregard temporary absence, e.g. illness or leave)

14 What type of studies were you engaged
in during the week between 17th and
23rd March 1980?

- Put a cross by the appropriate
alternatives, and give the name
of the line, course etc.

☐ Line of upper secondary school

Line Duration

..... ☐ 2 yrs ☐ 3 yrs ☐ 4 yrs

☐ Specialized upper sec. school course

Course Duration

.....
Other education (e.g. elementary
schooling, labour market training,
☐ municipal adult education, special school

Education Duration

.....
Sponsor/establishment

C (cont.)

15 On what scale were you pursuing these studies?

- Put a cross

☐ 1 Full time

☐ 2 Part time

D To be completed by those who were NOT studying at upper secondary school

16 Why are you not studying at upper secondary school?

- Put crosses to show whether the alternatives are "right" or "wrong" in your particular case

Right

Wrong

I prefer working ☐ 1 ☐ 2

I didn't get into the study route I wanted ☐ 1 ☐ 2

I was accepted for my first preference but had second thoughts ☐ 1 ☐ 2

I have taken and already completed a short-term upper secondary school course ☐ 1 ☐ 2

I would like to go on studying, but the family can't afford it ☐ 1 ☐ 2

Other reason(s), please specify ↓ ☐ 1

E To be completed by all respondents

17 Do you speak Swedish with one of your parents?

- Put a cross

☐ 1 Yes, always

☐ 2 Yes, frequently

☐ 3 Not very often

☐ 4 No, never

18 Were you told enough in your home language about further studies and occupations (educational and vocational orientation - SYO)?

- Put a cross

☐ 1 Yes

☐ 2 No

E (cont.)

19a Were you given special assistance with your Swedish by a teacher at compulsory school (auxiliary Swedish lessons)?

- If so, please mark the levels (junior, intermediate, senior) at which you were assisted

- ☐ 1 Yes ☐ 1 Junior level (grades 1-3)
☐ 1 Intermediate level (grades 4-6)
☐ 1 Senior level (grades 7-9)
☐ 2 No

19b Were you given all the auxiliary Swedish instruction you needed?

- Put a cross

- ☐ 1 Not enough
☐ 2 Enough
☐ 3 Too much

19c If you were given auxiliary Swedish lessons in grade 9, please state the number of periods (lessons) per week

.... periods (lessons)

20 Were you taught by a home language teacher in compulsory school?

- If so, please mark the levels (junior, intermediate, senior)

- ☐ 1 Yes ☐ 1 Junior level (grade 1-3)
☐ 1 Intermediate level (grades 4-6)
☐ 1 Senior level (grades 7-9)
☐ 2 No

F To be completed by all those who were taught by home language teachers

21 In which subjects were you taught or helped by your home language teacher in grade 9?

- Put a cross by each appropriate subject

- | | |
|---|--------------------------------------|
| ☐ 1 My home language | ☐ 1 History |
| ☐ 2 Swedish | ☐ 2 Geography |
| ☐ 3 Mathematics | ☐ 3 Biology |
| ☐ 4 English | ☐ 4 Physics |
| ☐ 5 Civics | ☐ 5 Chemistry |

F (cont.)

22 For how many periods (lessons) per week altogether were you taught by a home language teacher in grade 9? periods (lessons) per week

23 What did you think of your home language instruction?

Right

Wrong

• Put a cross by each statement

I thought it was good ☐ 1 ☐ 2

I didn't like having to leave other lessons for home language instruction ☐ 1 ☐ 2

I would have liked more home language instruction (More periods per week or assistance from the home language teacher with more subjects) ☐ 1 ☐ 2

Any further remarks? ☐ 1

G To be completed by all those who were NOT taught by home language teachers

24 Why didn't you take part in home language instruction?

Right

Wrong

• Put a cross by each statement

We speak Swedish at home ☐ 1 ☐ 2

I didn't know I could be given home language instruction ☐ 1 ☐ 2

I wanted home language instruction, but it couldn't be arranged ☐ 1 ☐ 2

I thought home language instruction would be too much trouble ☐ 1 ☐ 2

I wasn't interested in home language instruction ☐ 1 ☐ 2

I didn't want to miss other lessons ☐ 1 ☐ 2

My parents didn't want me to have home language instruction ☐ 1 ☐ 2

Other reason(s), please specify ↓ ☐ 1

ANY FURTHER REMARKS CAN BE WRITTEN IN PAGE 2.

OCCUPATIONAL GROUPINGS

As per NYK (Nordic Vocational Classification) code

Health and medical services, teaching

- 04 Health and medical work etc.
- 040 Nurses/attendants
- 041 Midwives
- 042 Mental nurses
- 043 Nursing assistants
- 044 Dental nurses
- 045 Technical medical assistants
- 046 Pharmacists
- 047 Physiotherapists, masseurs etc.
- 048 Other health and medical work
- 049 Unspecifiable duties
- 05 Educational work
- 050 Schoolteachers
- 051 University and college teachers
- 052 Teachers of theoretical subjects
- 053 Class teachers
- 054 Teachers of practical subjects
- 055 Teachers of vocational subjects
- 056 Pre-school teachers
- 057 Educational consultants etc.
- 058 Other educational work
- 059 Unspecifiable duties

Clerical work, retail trade

- 20 Accounting and cash register work
- 201 Book-keepers and office cashiers
- 203 Bank clerks
- 204 Shop and restaurant cashiers
- 208 Collectors etc.
- 209 Unspecifiable duties
- 29 Secretarial work, typing and other office work
- 290 Secretaries, typists, office specialists
- 291 Computer operators
- 292 Bank clerks (general banking duties)
- 293 Travel agency staff
- 294 Forwarding agents, shipbrokers
- 295 Property administrators, warehouse managers etc.
- 296 Valuers, claims officers (insurance clerks)

Clerical work, retail trade cont.

- 297 Insurance clerks, order processors
- 298 Estimating clerks
- 299 Unspecifiable duties
- 31 Sale of property, services, securities etc.
- 311 Insurance agents
- 312 Brokers, valuers etc.
- 313 Publicity staff
- 319 Unspecifiable duties
- 33 Other commercial work
- 331 Commercial travellers, buyers, sales officers (office) etc.
- 332 Shop managers
- 333 Shop assistants etc.
- 338 Petrol sales staff, demonstrators etc.
- 339 Unspecifiable duties

Domestic work, waiting, cleaning etc.

- 91 Domestic work etc.
- 911 Catering supervisors
- 912 Cooks, stillroom workers
- 913 Kitchen hands
- 914 Children's nurses (not hospitals), nannies etc.
- 915 Homehelps etc.
- 916 Hotel porters
- 917 Purser, stewardesses etc.
- 918 Other domestic work
- 919 Unspecifiable duties
- 92 Waiting
- 921 Head waiters, waiters
- 93 Property administration, cleaning
- 931 Caretakers etc.
- 932 Cleaners
- 933 Chimney sweeps
- 939 Unspecifiable duties

Domestic work, waiting, cleaning etc.
cont.

- 94 Other service occupations
- 941 Hairdressers, beauticians etc.
- 942 Bathing attendants
- 943 Laundry workers
- 944 Colander staff
- 945 Sport leaders, racehorse trainers etc.
- 946 Photographers
- 947 Funeral agents etc.
- 948 Other service occupations
- 949 Unspecifiable duties

Manufacturing industry etc. (not engineering)

- 40 Farm, forestry and market garden supervision
- 401 Farmers, foresters and market gardeners
- 402 Agricultural supervisory staff
- 403 Forestry supervisory staff
- 404 Horticultural supervisory staff
- 405 Domestic pet breeders
- 406 Fur breeders
- 407 Reindeer farmers
- 409 Unspecifiable duties
- 41 Agricultural and horticultural work, livestock tending
- 411 Farm workers, stockmen
- 412 Horticultural workers
- 414 Fur stockmen
- 415 Reindeer hands
- 418 Other agricultural and horticultural work etc.
- 419 Unspecifiable duties
- 44 Forestry work
- 441 Forestry workers and log-drivers
- 70 Textile work
- 701 Textile workers
- 71 Needlework
- 711 Tailors, seamstresses
- 712 Furriers
- 713 Fashion designers, hatters

Manufacturing industry etc. (not engineering) cont.

- 714 Upholsterers
- 715 Cutters etc.
- 718 Other sewing work
- 719 Unspecifiable duties
- 72 Shoe making and leather work
- 721 Shoemakers
- 722 Shoe workers
- 726 Saddlers, leather workers etc.
- 729 Unspecifiable duties
- 73 Ironworks, metal works, forge and foundry work
- 731 Furnace and forge workers
- 732 Hardeners, annealers etc.
- 733 Hot rollers, cold rollers
- 735 Smiths
- 736 Foundry workers
- 737 Wire drawers, tube drawers
- 738 Other work in ironworks, metal works, forges and foundries
- 739 Unspecifiable duties
- 74 Precision engineering
- 741 Precision engineers
- 742 Watchmakers
- 743 Opticians
- 744 Dental technicians
- 745 Goldsmiths and silversmiths
- 746 Unspecifiable duties
- 77 Woodwork
- 771 Building joiners
- 772 Joinery factory workers, cabinet makers etc.
- 773 Laminated board and wood fibre board workers
- 774 Gang and circular sawyers, planers etc.
- 778 Other woodwork
- 779 Unspecifiable duties
- 78 Painting and varnishing
- 781 Painters, varnishers

Manufacturing industry etc. (not engineering) cont.

- 79 Other building and construction work
- 791 Bricklayers
- 792 Stone masons
- 793 Concrete workers, building workers etc.
- 794 Insulation fitters
- 795 Glaziers
- 797 Divers, pipelayers etc.
- 799 Unspecifiable duties
- 80 Printing and allied trades
- 801 Typographers, lithographers etc.
- 806 Bookbinding workers
- 808 Other graphic trades
- 809 Unspecifiable duties
- 81 Glass, china, porcelain and brickmaking
- 811 Glass furnace workers
- 812 Moulders (ceramic products)
- 813 Furnace hands (glass and ceramic products)
- 814 Decorators, glazers (glass, china, ceramics)
- 818 Other glass, china, ceramics and brickmaking work
- 819 Unspecifiable duties
- 32 Food processing
- 821 Milling workers
- 822 Bakers and pastry cooks
- 823 Chocolate and confectionery works
- 824 Brewery, soft drink factory and distillery workers etc.
- 825 Canning factory workers
- 826 Slaughterhouse and butchering workers
- 827 Dairy workers
- 828 Other food processing work
- 829 Unspecifiable duties
- 83 Chemical and pulp-processing work
- 831 Chemical processing workers
- 834 Wood pulp grinders, pulp workers
- 836 Paper and cardboard workers

Manufacturing industry etc. (not engineering), cont.

- 838 Other chemical and pulp manufacturing work
- 839 Unspecifiable duties
- 85 Other manufacturing work
- 850 Basketmakers
- 851 Rubber goods workers
- 852 Plastic goods workers
- 853 Tanners and hide dressers
- 854 Photographic laboratory workers
- 855 Musical instrument makers
- 856 Monumental masons
- 857 Stationery manufacturing workers
- 858 Other manufacturing work
- 859 Unspecifiable duties
- 86 Heavy and miscellaneous labouring
- 861 Labourers
- 87 Operational monitoring and machine tending
- 871 Machine operators etc.
- 872 Crane and overhead crane operators
- 873 Riggers
- 874 Contracting machinery operators
- 875 Truck drivers, conveyor operators
- 876 Lubricators
- 879 Unspecifiable duties
- 88 Packing and packaging work, stevedoring, warehouse work and storekeeping
- 881 Packers and wrappers
- 882 Stevedore workers and other loading and unloading workers
- 883 Warehouse and storeroom workers
- 888 Removal workers etc.
- 889 Unspecifiable duties

Engineering work etc

- 75 Engineering and building metalwork
- 750 Engineering workers etc.
- 751 Machine fitters and assemblers, machine and motor repairs
- 753 Light platers, heavy platers
- 754 Tube workers
- 755 Welders, gas cutters etc.
- 757 Metallizers etc.
- 759 Unspecifiable duties

Drivers, messengers etc.

- 63 Engine drivers etc. and road traffic workers
- 631 Footplate workers
- 632 Railway clerks etc.
- 633 Drivers of trams and motor vehicles
- 635 Delivery workers etc.
- 636 Bus and tram conductors, inspectors
- 639 Unspecifiable duties
- 66 Postal and other messenger work
- 661 Postmen
- 662 Office attendants, office messengers etc.
- 669 Unspecifiable duties

Other employment

- 00 Technical work
- 001 Architects, engineers and technicians concerned with building and construction work
- 002 Engineers and technicians concerned with electro-power and telecommunications work
- 003 Engineers and technicians in the engineering sector
- 004 Engineers and technicians in chemical engineering
- 005 Engineers and technicians in mining and metallurgy
- 006 Engineers and technicians in other technical fields
- 007 Surveyors, measurement specialists, cartographers
- 008 Technical assistants
- 009 Unspecifiable duties
- 08 Literary and artistic work
- 081 Pictorial artists
- 082 Designers
- 083 Decorators
- 084 Authors
- 085 Journalists, publishers, editors
- 086 Stage artists
- 087 Musicians
- 088 Other literary and artistic work
- 089 Unspecifiable duties

Other employment cont.

- 09 Other technical, scientific work etc.
- 091 Auditing and accounting experts
- 092 Social welfare officers
- 093 Libraries, archivists, museum officers
- 094 Economists, statisticians
- 095 Psychologists
- 096 Personnel officers etc.
- 097 System specialists, programmers etc.
- 098 Other appurtenant employment
- 099 Unspecifiable duties
- 43 Fisheries
- 431 Fishermen
- 432 Fish farmers
- 439 Unspecifiable duties
- 61 Deck and engine room crew
- 611 Deck and engine room crew
- 65 Postal and telecommunications work
- 651 Post assistants, post office clerks etc.
- 652 Telegraph assistants etc.
- 653 Telephone operators
- 655 Telegraphists, radio operators
- 659 Unspecifiable duties
- 67 Other transport and communications work
- 671 Lighthouse keepers, lock gate keepers, ferry and harbour supervisors etc.
- 678 Permanent way workers
- 90 Civilian patrolling and security work
- 901 Firemen
- 902 Police officers
- 903 Customs officers
- 904 Warders etc. (prisons and probation, youth care)
- 908 Other supervisory and security work
- 909 Unspecifiable duties

Unspecifiable

- 99 Persons with unidentifiable
occupations or with unspecified
occupational identity
- 999 Persons with unidentifiable
occupations or with unspecified
occupational identity

Appendix 3

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Grade 9 pupils in 1978/79 with home languages other than Swedish, by home language/background and citizenship.

Home language/ background	Swe. citizenship	Foreign citizenship	Not in EIFO re- gisters	Total	
	%	%	%	%	No.
Arabic	23	74	2	100	47
Assyrian/Syrian desc.	4	87	9	100	69
Danish	45	50	5	100	449
English	37	53	10	100	178
Esthonian	83	1	16	100	76
Finnish	42	49	9	100	660
Greek	28	70	2	100	192
Italian	63	27	10	100	128
Yug. desc.	26	70	4	100	484
Norwegian	48	45	7	100	209
Polish	49	48	3	100	93
Spanish	34	63	3	100	187
Czech	81	15	4	100	48
Turkish	3	95	3	100	127
German	71	23	6	100	532
Hungarian	75	21	4	100	185
All pupils with home lang's other than Swe.	44	49	8	100	6 956

Appendix 4

Grade 9 pupils in 1978/79 with home languages other than Swedish, by home language/background, Swedish proficiency and year of immigration.

Home language/ background Swedish profi- ciency	Not in EIFO registers %	Immigrated before 1970 or born in Sweden					Immi- grated 1970- 72 (%)	Immi- grated 1973- 75 (%)	Immi- grated 1976- 78 (%)
		Both parents born in Sweden ⁽¹⁾ (%)	One parent born abroad (%)	Both parents born abroad (%)	No par- ticu- lars conc. parents (%)	Total (%)			
Finnish, total no.	318	28	995	1 530	44	2 597	487	121	137
whereof prof. A-D	8 %	14 %	8 %	10 %	25 %	10 %	18 %	46 %	69 %
E-F	92 %	86 %	92 %	90 %	75 %	90 %	82 %	54 %	31 %
Greek, total no.	..	..	23	72	..	98	42	32	..
whereof prof. A-D	..	..	17 %	17 %	..	17 %	26 %	58 %	..
E-F	..	..	83 %	83 %	..	83 %	84 %	42 %	..
Yug. desc. total no.	..	..	85	195	..	299	131	33	..
whereof prof. A-D	..	..	11 %	12 %	..	12 %	10 %	39 %	..
E-F	..	..	89 %	88 %	..	88 %	90 %	61 %	..
Spanish, total no.	..	..	39	..	..	67	..	..	93
whereof prof. A-D	..	..	8 %	..	..	7 %	..	..	96 %
E-F	..	..	92 %	..	..	93 %	..	..	4 %
Turkish, total no.	..	..	..	28	..	32	27	28	36
whereof prof. A-D	..	..	..	33 %	..	28 %	37 %	75 %	100 %
E-F	..	..	..	67 %	..	71 %	63 %	25 %	0 %
All pupils with home lang's other than Swe. total no.	524	135	1986	2440	70	4631	829	421	552
whereof prof A-D	9 %	6 %	6 %	9 %	23 %	8 %	17 %	41 %	78 %
E-F	91 %	94 %	94 %	91 %	77 %	92 %	83 %	59 %	22 %

¹⁾Inc. children of single parents born in Sweden

²⁾Inc. children of single parents born abroad

Grade 9 pupils in 1978/79 with home languages other than Swedish, by sex, Swedish proficiency and year of immigration.

Home language/ background	Not in EIFO regis- ters	Immigrated before 1970 or born in Sweden					Immi- grated 1970-72	Immi- grated 1973-75	Immi- grated 1976-78	All home language pupils
		Both parents born in Sweden (%)	One parent born abroad (%)	Both parents born abroad (%)	No par- ticu- lars conc. parents (%)	Total (%)				
<u>Men</u>										
No.	230	51	971	1243	..	2278	418	196	297	3419
whereof prof.										
A-D	14 %	12 %	9 %	13 %		11 %	25 %	44 %	78 %	21 %
E-F	86 %	88 %	91 %	87 %		89 %	75 %	55 %	22 %	79 %
<u>Women</u>										
No.	293	84	1015	1197	57 %	2242	411	226	255	3538
whereof prof.										
A-D	5 %	2 %	4 %	5 %	5 %	5 %	10 %	38 %	78 %	13 %
E-F	95 %	98 %	96 %	95 %	95 %	95 %	90 %	62 %	22 %	87 %

1) Inc. children of single parents born in Sweden

2) Inc. children of single parents born abroad

Appendix 6

Grade 9 pupils in 1978/79⁽¹⁾ with home languages other than Swedish not attending upper secondary school in March 1980. Proportion giving various reasons for not attending upper secondary school, by home language/background.

Home language/ background	No.	Whereof proportions giving following reasons for not attending upper secondary school (2)					
		Prefer work- ing (%)	Not ad- mitted to study route of first prefer- ence (%)	Admitted to study route of first pref but changed mind (%)	Started upper sec school but left (%)	Have com- pleted a short- term course (%)	Want to study, but family can't afford it (%)
Danish	190	76	19	17	17	2	2
Finnish	1 206	70	21	24	24	3	3
Greek	62	46	25	15	6	3	9
Yug. desc.	84	58	17	12	29	6	2
Spanish	57	59	30	13	16	3	13
Turkish	63	53	29	25	23	6	23
German	112	43	29	14	19	5	5
All pupils with home lang's other than Swedish	2 123	66	23	20	23	3	3

1) Only those born in 1963.

2) N.B. The pupils were allowed to give more than one reason.

Appendix 7

Pupils admitted, autumn 1979, to a line of upper secondary school or a specialized course lasting at least 1 year. Proportion not remaining in upper secondary school in March 1980, by pupils with various home languages.

Home language/ background	Admitted autumn 1979	Whereof not in upper sec. school in March 1980	Admitted to 3-4-yr line, aut. 1979	Whereof not in upper sec. school in March 1980	Admitted to 2-yr voca- tional line, aut. 1979	Whereof not in upper sec. school in March 1980
Danish	273	12 %	62	13 %	133	9 %
English	127	9 %	80	4 %	..	..
Esthonian	57	9 %	..	..	..	..
Finnish	2 552	11 %	712	7 %	1 341	14 %
Greek	127	3 %	60	2 %	41	5 %
Italian	104	8 %	47	4 %	..	..
Yug. desc.	388	7 %	132	6 %	150	6 %
Norwegian	155	5 %	59	2 %	55	5 %
Polish	65	3 %	..	..	..	..
Spanish	79	6 %	45	-	..	..
Czech	39	-	..	..	..	..
Turkish	64	17 %	..	..	..	..
German	412	5 %	220	5 %	116	5 %
Hungarian	134	2 %	68	1 %	41	2 %
All pupils with home lang's other than Swe.	4 833	9 %	1 709	5 %	2 097	12 %

.. indicates less than 40 pupils

Appendix 8

Grade 9 pupils in 1978/79⁽¹⁾.

Proportion variously occupied in March 1980, by Swedish proficiency ratings.

Swedish proficiency rating	Studying	Gainfully employed	Job applicants	Employed in own household/caring for own children	Other occupations	No reply	Total	
							%	No.
Prof. A-D	62 %	28 %	7 %	1 %	1 %	0 %	100 %	822
Prof. E	75 %	20 %	4 %	0 %	1 %	0 %	100 %	1 131
Prof. F	79 %	17 %	2 %	0 %	1 %	0 %	100 %	4 164

1) Only those born in 1953.

Grade 9 pupils in 1978/79⁽¹⁾ admitted to a line of upper secondary school, autumn 1979. Proportion not remaining in upper secondary school in March 1980, by home language pupils with various Swedish proficiency ratings.

	Home language pupils, Swedish proficiency ratings						Pupils having Swedish as their home language	
	A-D		E		F			
	Admitted to upper sec. school aut. 1979	Whereof not in upper sec. school March 1980	Admitted to upper sec. school aut. 1979	Whereof not in upper sec. school March 1980	Admitted to upper sec. school aut. 1979	Whereof not in upper sec. school March 1980	Admitted to upper sec. school aut. 1979	Whereof not in upper sec. school March 1980
3-4-yr lines	78	3 %	184	3 %	1 313	6 %	30 842	4 %
2-yr theor. lines	54	9 %	140	6 %	502	10 %	13 818	8 %
2-yr vocational lines	242	16 %	449	12 %	1 203	11 %	30 667	7 %
All lines	374	13 %	773	9 %	3 018	8 %	75 327	6 %

1) Only those born in 1963.

Appendix 10

Grade 9 pupils in 1978/79⁽¹⁾ principally gainfully employed in March 1980.
Home language pupils and Swedish-speaking pupils, by sex and type of occupation.

	Men		Women	
	Home lang. other than Swedish	Home lang. Swedish	Home lang. other than Swedish	Home lang. Swedish
Health and medical services, teaching %	1	0	9	13
Clerical work, retail trade %	4	8	18	21
Domestic work, waiting, cleaning %	12	7	39	35
Manufacturing industry etc. (not engineering) %	45	43	22	18
Engineering etc. %	19	25	5	3
Drivers, messengers etc. %	5	5	2	2
Other employment %	4	3	1	2
Unspecifiable duties %	11	9	5	6
Total %	100	100	100	100
No.	584	10 784	599	8 344

1) Only those born in 1963.

Appendix 11

Grade 9 pupils in 1978/79⁽¹⁾ principally gainfully employed in March 1980. Finnish-speaking pupils and other home language pupils, by sex and type of occupation.

	Men			Women		
	Home lang. Finn- ish	Home lang. other than Finnish and Swed.	Home lang. Swed- ish	Home lang. Finn- ish	Home lang. other than Finnish and Swed.	Home lang. Swed- ish
Health and medical services, teaching %	0	1	0	11	6	13
Clerical work, retail trade %	1	8	8	14	25	21
Domestic work, waiting, cleaning %	8	17	7	40	37	35
Manufacturing industry etc. (not engineering) %	49	39	43	22	21	18
Engineering %	19	18	25	5	4	3
Drivers, messengers etc. %	5	6	5	1	2	2
Other employment %	4	3	3	1	3	2
Unspecifiable duties %	14	8	9	7	3	6
Total %	100	100	100	100	100	100
No.	348	236	10 784	375	224	8 344

1) Only those born in 1963.

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